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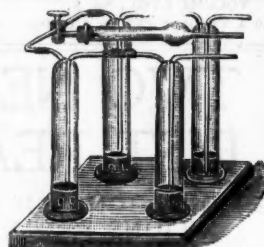
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Culture and Education.

By WILHELM REIN.

The unity of a people must be reflected in the unity of its system of education, in the organic relation of all the separate parts of that system, and in a corporate spirit animating to great and definite ends all who consider it their calling to direct the education of the people. We must not suppose, however, that by these means we may effect a magical closing of the gulf between the masses and the classes. Generations will probably pass away before this can be done.

But what the schools can do to fit the rising generation for the reconciliation of the different classes of society must be done at once; and it must be done under the supposition that the early development of the social feeling will be of permanent advantage in later life. On this account, heaven must be put to work among the adult population as well as among the rising generation. The educated must become more and more conscious of their duties to the uneducated. People have always regarded divisions based upon mere outward advantages as detestable and pernicious, and the schools have long sought to inculcate the same lesson; but to-day the *revue* is sounding louder than ever before.

A Mistaken View.

Among the educated classes, and more particularly among the scholars, there are many who decidedly oppose this view. Some say, the people are happier in a state of ignorance than with that enlightenment which often means half-education only: this they claim gives rise to desires which cannot be gratified, and in consequence engenders among the masses a discontent which tends to revolution and threatens the stability of the state. Those who take this position, and look upon themselves as the true champions of Christianity, do not even realize how unchristian, barbarous, and egotistic is this point of view.

Not less reprehensible is the opinion of those who believe that the torch of Truth is intended for an intellectual *elite* only, and that the smaller the circle it illuminates, the brighter its radiance. These persons live in constant dread that, if the light be carried into wider circles, it will begin to flicker. They contend that only the narrow circle of the initiated can understand the mysteries in their fulness. Doubtless there are scientific spheres which, by reason of, their very nature, are removed from every-day life and are open to a narrow circle of *connoisseurs* only. But are not these subjects practically dead, as far as the life of the community is concerned? Do they not appear merely as ornaments of the whole educational structure—to be admired only because they give joy to a small circle and do no harm?

Meaning of Culture.

Even if these views were correct, they could find but tardy acceptance to-day. The wishes of individuals can no longer arrest the union between the processes of culture and of education. Powers far stronger than the convictions of individuals have arisen among the people causing them imperiously to demand their right to education.

We Germans received our earliest education in the Latin schools of the Roman Catholic church. The barbaric, illiterate people looked with reverence upon the

treasures of an ancient culture; and this reverence for learning has remained with us to the present day, altho it is now on the eve of decline. Nowadays it is generally admitted that knowledge and learning alone are not culture: experience teaches that a person may be very learned and yet be the reverse of cultivated.

Culture is no mere dead possession; it is the power of determination; it is life—inward personal life, full of independence, and not subject to the opinions of others. Therefore, it is the cultivated person who is really free: he is the master who controls the destinies of the people. But "controlling," in the true sense of the word, implies "educating." True government is possibly only thru education. Thus it lies in the nature of culture to widen the circle of its participants; while it lies in the nature of learning to narrow its circle.

Aim of Popular Education.

The task of popular education, as a continuation of school education, should not be conceived merely as the transmission of mere fragments of knowledge, however valuable these may be in themselves, but rather as a preparatory training for the exercise of independent judgment. He only is free who can judge independently: he who has to depend upon the judgment of others is a slave. The individual must be capable of finding his own way amidst conflicting ideas. And thus the chief aim of popular education is the development of a clear and correct process of thought. Where clearness of thought has been reached, the will that acts is to be found. Instead of confused desires, firmly fixed principles of action are acquired; the training of correct reasoning will develop the moral judgment; and in this way the highest step, the formation of the will, may eventually be reached.

Work of Universities.

The standing of the universities makes it incumbent upon them to become the intellectual leaders of the nation. In order that they may fulfil this mission, however, they must renounce their scholarly isolation, and widen their circle of students so as to include the entire nation. In short, they must, in addition to their restricted task, assume a more comprehensive one, tho without becoming unfaithful to their chief aim, *i.e.*, scientific research. The university must resolutely take part in the great work of education, and relieve the people of moral responsibility. This goal can be reached only when that degree of culture is attained which recognizes no tutelage but that of reason and truth.

It is important that educators should not lose sight of this aim. It is a good thing to teach; but teaching can only become a living thing thru contact with life. For this reason educators should ever bear in mind the precept, "All educational activity should serve the people." Whatever our position, we should ever in the first place, exercise our ability within our immediate circle, and fulfil the duty which our calling, in its narrower sense, has imposed upon us. But there are other obligations besides these. Educators must be awake to influences as they arise, and endeavor to trace the connection between the more direct duties of their profession and the great problems of contemporaneous culture. In short, they must be prepared to utilize their faculties to promote the education of the people at large.

Condensed from the *Forum*.

Charles Dickens and Childhood.

By JAMES L. HUGHES.

Dickens is commonly regarded merely as an educational critic. This is a narrow and unfair view. He was a great critic. He aroused the indignation of the civilized world against those who treated children inhumanly, and the hatred of adult tyranny which he awakened developed a loving sympathy for children. But he could not have so clearly expressed the wrong in education without having a definite conception of the right. There is no great ideal of the "new education" which is not revealed by Dickens in his novels or his miscellaneous writings.

It was a part of the life-work he planned for himself to change the spirit and revolutionize the attitude of adulthood toward childhood. He aimed to clear away the barriers that prevented the free growth of the child toward God, to save it from cruel treatment, and to fill its life with brightness, hope, and love. All his child characters were created to make humanity aware of the gross wrongs inflicted on defenseless childhood, or of the possibility of guiding the race by wise, reverent, loving training of children.

Some of His Schools.

He made schoolmasters prominent characters in six of his books—"Nicholas Nickleby," "The Old Curiosity Shop," "Dombey and Son," "David Copperfield," "Our Mutual Friend," and "Hard Times." The coarse brutality of Squeers was offset by the loving sympathy of the dear old schoolmaster who sheltered little Nell. Dr. Blimber and Mr. Creakle, each in his way a perfect type of wrong methods of dealing with children, were more than counterbalanced by Dr. Strong. There is no page in any language that treats of more fundamental educational principles than the page describing Dr. Strong's school.

Squeers' school was described to arouse the indignation of the public against badly managed private schools, conducted by ignorant, sordid, brutal men who "traded in the avarice, indifference, or imbecility of parents and helplessness of children." The publication of "Nicholas Nickleby" freed England from the low class of private schools, aroused a widespread interest in national education and the better training of teachers, and helped to reveal the fundamental principle of true discipline in home or school, that all coercion is dwarfing in its effect on character growth. There are many teachers and parents who still need to learn that the most refined methods of coercion cripple the individuality of the child and prevent the development of its true selfhood, the divinity of its nature. For them "Nicholas Nickleby" is one of the best of all books. They should read it once a year.

It takes only a few minutes to read the description of the single day's experience of the schoolmaster in "The Old Curiosity Shop," but few characters are better known or better loved than he. We get only a glimpse at a simple man in passing, but that glimpse reveals his unselfishness and his tenderness so perfectly that he becomes one of our dearest friends.

"Hard Times" ridiculed with deserved mercilessness the absurdity of giving mere verbal descriptions of things as a substitute for actual knowledge of the things themselves, and of their powers, their processes of growth, and modes of action. Nothing could be finer than the incident at the examination of the school established by Dr. Gradgrind, when he asked Sissy Jupe ("girl number twenty") to define a horse. She was the daughter of a circus rider, and had lived with horses from her babyhood and played with them as an ordinary child does with kittens or dogs, but she had never defined a horse, and she failed to answer.

"Bitzer," said Thomas Gradgrind, "your definition of a horse."

"Quadruped. Gramnivorous. Forty teeth, namely twenty-four grinders, four eye-teeth, and twelve incisors. Sheds coat in the spring; in marshy countries, sheds hoofs too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth." This (and much more) by Bitzer

"Now, girl number twenty," said Mr. Gradgrind, "you know what a horse is."

Dickens was the first great English student of Froebel. He gives more attention to the training of childhood than any other novelist, or any other educator except Froebel. He was one of the first Englishmen to demand national control of education, even in private schools, and the thoro training of all teachers. He exposed fourteen types of coercion, and did more than any one else to lead Christian men and women to treat children humanely. Every book he wrote except two is rich in educational thought. He took the most advanced position on every phase of modern educational thought, except manual training. When he is thoroughly understood he will be recognized as the Froebel of England.

Condensed from the *Century Magazine*.

The Trained Teacher.

By E. E. CATES.

With the numberless normal schools and pedagogical departments of our universities, it is surprising to find such a large proportion of our teachers untrained, and more especially the teachers in our secondary schools. It shows a lamentable amount of ignorance on the part of boards of education as to what are the necessary qualifications for an instructor of youth. It is poor economy to retain in office teachers who take no interest in their work. In a high school of twenty-four teachers only eight were members of the county association; eleven did not take any school journal; seven had not read the report of the Committee of Ten; and ten had not read the report of the Committee of Fifteen—and this three months after the publication of the latter report. This is certainly a very bad showing for secondary teachers. Not to have read the literature that was written especially for them is surely unpardonable.

I recently made an investigation of the high schools, selecting the representative cities of the states, and found that 72 per cent. of the men teachers were college graduates and 30 per cent. of the women teachers—but there were 85 per cent. more women than men.

There is a constant complaint on the part of teachers that the profession is not properly appreciated, but it certainly will not be until we make it worthy of appreciation. So long as the American standard remains so low that a graduate of a district school, without further preparation, is eligible for membership in the profession, a license to teach cannot command any special respect. The fact that "teachers' wages" is always used in the reports of the state superintendents is in itself a reflection on teaching as a profession.

We shall have better teachers, better salaries, and greater permanency and tenure of office:

By State Examinations.

I have only to cite the case of New York to prove my assertion. Uniform examinations for all the teachers in the state, issued by the state superintendent, have given teachers better in scholarship and methods, higher salaries, and a greater tenure of office. All the teachers are examined at the same time thruout the state, and all the papers are reviewed at the superintendent's office at Albany.

By Better Normal Schools.

By this I do not intend any serious reflection on our normal schools, but I mean that we need normal schools of a higher standard. As the normal schools now are, there is no inducement for a college graduate to take up professional work in them. If he does, he works at a great loss, for he is thrown in with students who have not the grasp and scope of reasoning that he has, and often he works under teachers who have not the scholarship that he himself possesses. The normal schools must have a "new birth." They must establish a new basis of working, or the country will soon have no use for them. We do not need more normal schools, but we do need more normal colleges—something that will give us real

professional work and not spend three-fourths of the time on academic studies. The departments of pedagogy of our universities are doing grand work for the teaching profession, and it is to be hoped that all universities will soon have such departments.

By Greater Fraternity.

Teachers are not thoroly organized. We need more organizations such as the Massachusetts Schoolmasters' Club, the Michigan Schoolmasters' Club, the New England Association of Colleges and Preparatory Schools, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Conference of Academic Principals of the State of New York, and the Regents' Convocation of the University of the State of New York. By means of these associations the standard of the teaching profession has been raised in the Eastern states; more professional courtesy has resulted—a thing “devoutly to be wished” in many places.

By Reform in Boards of Education.

Boards of education should be elected from the city at large, and from the best men available, whose duties should be merely legislative, and who should leave the appointment of teachers—reserving the right to reject—in the hands of the superintendent, who should be an expert in all methods and details relating to the running of the schools. Until this “golden era” arrives teachers will be on the market every year. The annual scramble for position does not tend to give us better-trained teachers.

Condensed from *The School Review*.

Psychology and the Teaching Art.

You make a great mistake if you think that psychology, being the science of the mind's laws, is something from which you can deduce definite programs and schemes and methods of instruction for immediate school-room use. Psychology is a science, and teaching is an art; and sciences never generate arts directly out of themselves. An intermediary inventive mind must make the application by using its originality.

The art of teaching grew up in the school-room, out of inventiveness and sympathetic concrete observation. To know psychology is absolutely no guarantee that we shall be good teachers. To advance to that result we must have an additional endowment altogether, a happy tact and ingenuity to tell us what definite things to say and do. That ingenuity in meeting and pursuing the pupil, that tact for concrete situation, tho they are the alpha and omega of the teacher's art, are things to which psychology cannot help us in the least.

The science of psychology, and whatever science of general pedagogics may be based on it, are in fact much like the science of war. Nothing is simpler or more definite than the principles of either. In war, all you have to do is to work your enemy into a position from which the natural obstacles prevent him from escaping, if he tries to; then to fall on him in numbers superior to his own, at a moment when you have led him to think you are far away; and so, with a minimum of exposure of your own troops, to hack his force to pieces, and take the remainder prisoners. So, in teaching, you must simply work your pupil into such a state of interest in what you are going to teach him that every other object of attention is banished from his mind; then reveal it to him so impressively that he will remember the occasion to his dying day; and finally fill him with devouring curiosity to know what the next steps in connection with the subject are. There would be nothing but victories for the masters of the science, either on the battlefield or in the school-room, if they did not both have to apply their principles in an incalculable quantity in the shape of the mind of their opponent. The mind of your enemy, the pupil, is working away from you as keenly and eagerly as is the mind of the commander on the other side from the scientific general. Just what the enemy wants and thinks, and what he knows and does not know, are as hard things for the teacher as for the general to find out.

Value of Psychological Knowledge.

But if the use of psychological principles thus be negative rather than positive, it does not follow that it may not be a great use, all the same. It narrows the path for experiments and trials; we know in advance that certain methods will be wrong, so our psychology saves us from mistakes. It makes us, moreover, more clear as to what we are about. It gives us confidence in respect to any method which we are using to know that it has theory as well as practice at its back.

Those who find themselves loving the subject may go as far as they please, and become possibly none the worse teachers for the fact, even tho in some of them one might apprehend a little loss of balance from the tendency observable in all of us to over-emphasize special parts of a subject when we are studying it intensely and abstractly. But for the great majority of teachers a general view is enough, provided it be a true one; and such a general view, one may say, might almost be written on the palm of one's hand.

Child Study.

Least of all need you, as teachers, deem it part of your duty to become contributors to psychological science, or to make psychological observations in a methodical or responsible manner. I fear that some of the enthusiasts for child study have thrown a certain burden on you in this way. By all means let child-study go on,—it is refreshing all our sense of the child's life. There are teachers who take a spontaneous delight in filling syllabuses, inscribing observations, compiling statistics, and computing the per cent. Child-study will certainly enrich their lives. And if its results, as treated statistically, would seem on the whole to have but trifling value, yet the anecdotes and observations of which it in part consists do certainly acquaint us more intimately with our pupils. Our eyes and ears grow quickened to discern in the child before us processes similar to those we have read of as noted in the children,—processes of which we might otherwise have remained unobservant. But let the rank and file of teachers be passive readers, if they wish, and feel free not to contribute to the accumulation.

Our teachers are overworked already. Every one who adds a jot or tittle of unnecessary weight to their burden is a foe of education. A bad conscience increases the weight of every other burden; yet I know that child-study, and other pieces of psychology as well, have been productive of bad conscience in many a really innocent pedagogic breast. I should indeed be glad if this passing word from me might tend to dispel such a bad conscience, if any of you have it, for it is certainly one of those fruits of systematic mystification of which I have already complained. The best teacher may be the poorest contributor of child-study material; and the best contributor may be the poorest teacher,—no fact is more palpable than this.

From *The Atlantic Monthly*.

Measuring a Mile.

The teacher of my eight-year-old boy suggested that the pupils measure a mile on a straight street. It was a simple request, but my boy with a neighboring lad a trifle younger set out to act upon the suggestion. They took a rope and with a foot rule measured a rod. Then they selected a straight street and measured it, and to their surprise found it was not even a quarter of a mile. Then they chose a very long street and measured off 244 rods and that, too, came to an end. Now they are waiting to attack a genuine avenue. Those boys have a thoro appreciation of the length of a mile, and will never have any hesitancy over the number of feet in a rod or the number of rods in a mile. They went about it in true surveyor's fashion, notebook in hand. They told no one what they were planning and got no help except that they insisted upon having a rod off a clothes-line.

A. E. WINSHIP, in *Modern Methods*.

As Others See Us.

In the December number of the *Revue Pédagogique* M. Gabriel Compayré discusses the progress in education of the United States. He finds a great deal to commend, little to censure. It is good to know that American pedagogy is creating so favorable an impression in France.

"The point I want to make," he says, "is that the Americans lead the world in the number and quality both of their educational periodicals and of important books bearing upon the theory and practice of education. It would take us years to produce the pedagogical library that comes out in North America in a twelvemonth. It is true that many of these productions are merely reprints from European works. Yet the original works by American authors upon pedagogy are very important and merit our attention."

The Americans are not the people to take up pedagogy in a merely theoretical way. They are constantly perfecting their system of public education. They are in a general way satisfied with it, but in the details of organization they are constantly making improvements.

The vacation schools will serve as an illustration. This novelty was first tried in New York in 1894 and was quickly taken up by Boston and Chicago. Now people are wondering why it was never undertaken before. According to police reports criminality among children is increased sixty per cent. during the summer months. To lower this percentage by taking the children out of the streets is the prime object of the vacation schools. They make no attempt to repeat the work of the regular schools, but endeavor to keep the children busy with oral exercises, with interesting reading, and with manual work. For meeting the expenses no draft is made upon the regular school fund; they count upon private subscriptions.

The Beautifying of Schools.

One of the most interesting movements to follow is that of school decoration. To this important subject THE SCHOOL JOURNAL dedicated its entire number of May 14, 1898. Other publications are giving it a great deal of space. The original inspiration of the movement comes from Ruskin who years ago claimed for the children of the people participation in the joys of art. About 1870 in Boston, Charles C. Perkins and Professor John D. Philbrick undertook to decorate the schools for girls, installing in the assembly halls the friezes of the Parthenon and a great number of classic busts and statues. More recently Boston has seen the Public School Art League, the sole creed of which is the love of art. Similar associations exist in other parts of the country.

The end sought is double. There is primarily the lofty ideal suggested by Ruskin which demands that we surround the child with objects of beauty so that his soul may receive some reflection of them. There is also the practical object of making the school better loved by its pupils. The Americans observe that the years of infancy are those of the liveliest impressions. They know that discipline is easier and work more intense in a gay, agreeable and well equipped school. The enthusiasm with which they are transforming their school-houses is fine, and we can only wish that we too in France, taking up this work, which has often been broached in official recommendations, might occupy ourselves in making the school, not a palace—that would be most undesirable—but a sanctuary in which works of art, not less than literary masterpieces, may speak to the child the language of beauty.

Instruction in Morals and Civics.

In the matter of moral instruction the teachers in the United States are thoroly practical. They are agreed that for insuring the success of ethical education the important thing is not so much a course of didactics as a favorable moral atmosphere. The example of a good teacher is worth more than a thousand text-books of morality. The child needs to be in contact with moral

sentiments *in action*. There is in the schools no definite moral instruction unless we should include under that head the study of civics which has recently been introduced into most school programs.

The position recently assumed by the United States as a civil and military power will tend to foster the study of civics and to cultivate the patriotic spirit in the schools. It is interesting to note what, since the declaration of war with Spain, have been the professed sentiments of American educators, men of peace by profession. Their attitude has been in general discreet and wise, tho energetically patriotic. The *Educational Review*, for example, did not conceal with what regret it saw reappear at this end of the century "the barbarous spirit of war artificially excited." The educational papers have all insisted that the war was undertaken, not for conquest but for reasons of humanity. "The children in the schools," says THE SCHOOL JOURNAL of August 30, "will hear the drums beat; they will see the soldiers march; but we shall be able to say to them that the war has not been one of conquest and spoliation, but that it has had for its end the liberation of a badly governed people."

Child Study.

American educators are more and more devoting themselves to the study of the child with a view to understanding better and therefore better educating. Child-study has become almost a fad. From all quarters observations are accumulating. There are societies, such as the Child-study Society of New York, especially devoted to the collection and tabulation of data. Nor is child-study, as with us confined to very young children. American writers are demanding careful study of the period of adolescence. It is felt that the older the child grows the more important it is to analyze the elements of his character. It is toward the fourteenth and fifteenth years that the factors which determine individuality acquire their fullest significance.

Whatever credit the Americans may accord to the psychology of the child, they do not fall subject to any illusion with regard to its present worth. They are content to await its full development, they are for the most part engaged in collecting and classifying materials, rather than in drawing definite conclusions.

The American Idea.

I do not know how better to conclude this review of the principal ideas that have been noticeable in American education during the past year than by calling attention to the vigorous pages in which President Eliot, of Harvard university, has undertaken to define the functions of education in the democratic state. It is a fine scheme he presents. First, the instruments of all instruction, to know how to read, write, and cipher. Then a progressive acquisition of the sciences relative to the outer world. A study of reality it is; but reality does not include merely the facts of the material universe; the child lives in a moral *milieu*. To the study of nature you must join that of humanity, the history of the race and the knowledge of things literary and artistic. Fond as the Americans are of science, they make great account of letters and art. President Eliot believes in literature, and according to him one of the principal results the school ought to attain is the cultivation of a taste for good reading.

But Dr. Eliot is too much a man of his own country to put only science and literature upon his program of instruction. He lays stress as well upon manual work which teaches patience, foresight, and good judgment. He shows us how much more necessary is the training of the hand in crowded than in agricultural communities since, where labor is subdivided, the children do not co-operate in the work of the parents.

Finally what President Eliot assigns as the mission of the schools is the formation of character. For every individual the supreme end is vigor and beauty of character. Good advice in this direction is not lacking to Dr. Eliot's readers. It is wisdom itself that speaks when he tells us

that children must early learn the strict dependence of men upon one another, the solidarity of democratic society; that inequalities of condition are the necessary results of a regime of liberty; that there is no equality of natural gifts among children or among adults; that it is necessary in a democracy to bow before the decisions of competent men and that service to others is the best means of gaining personal happiness.

Noble ideas these, which we should like to see inscribed in the hearts of our own countrymen as well as in the writings of American pedagogs. They would, if put into application, result in a restoration of our national dignity and honor, as President Eliot says, "popular education in Germany has for its object only to make disciplined soldiers and docile subjects." But in a democracy—in France or in the United States—the end of education ought to be to lead the whole mass of the citizens to a higher plane of intelligence, of morality, of happiness.

A German View of America.

If, after reading such words of praise, some readers should be inclined to think that we are in an educational way getting to be of some account, they will do well to read some remarks upon the American public school system by Arnold Ruckner, in the *Deutsche Zeitschrift für Ausländisches Unterrichtswesen* for October, 1898. A German pedagog who has labored among us, does not think much of our elaborate mechanism. The gist of his contention is that, while our public school system has some points of mechanical excellence, it is founded upon wrong ideals and run under wrong methods. It is to be judged by its fruits; and the most apparent outcome of our popular education is the *yellow journal*! Our school system turns out graduates, untrained and uneducated, with no taste for literature or art, but with insatiable curiosity for news—especially of the sort that is not "fit to print."

"These apparently remarkable circumstances," he says, "find their explanation in the fact that the public schools are given up almost altogether to merely mechanical, uninspired drill. To learn by rote is the American ideal of learning. This method has come into vogue because American teachers are obliged to show brilliant results.

Take into further consideration that American teachers come into their profession without previous training. The examination imposed upon candidates is in most places a mere farce. There are in the United States 140 normal schools of varying degrees of merit, with about 30,000 pupils; their graduates are not enough to occupy one-quarter of the positions filled. Seventy-five per cent. of American teachers have had no professional training!

Let us draw from the preceding remarks the conclusion that we must deny that in reality the schemes and devices of the American public schools are anything remarkable, and we must submit that to their glittering outer circumstances the inward character fails utterly to correspond. Only when pains are taken that a far greater proportion than now of the public school teachers shall be theoretically and practically educated to be teachers; when instruction shall be everywhere based upon pedagogically possible principles; when the position of the teacher shall secure, with no dependence upon political pull or upon results artificially secured; when the American schools shall be rescued entirely and forever from the corrupting influence of American politics:—only then will their public school system become that excellent thing which the Chauvinism of native Americans supposes it to be."



Every branch of study has for its subject-matter certain particulars, certain phenomena essentially its own. These may appear in other branches as well as in this one, but they do not appear in those other branches in the same aspect that they do in this.

—Inland Educator.

Schoolboy Etiquette in England.

According to the law of the Medes and Persians, which altereth not, are the social laws of the schoolboy of the present day. Whence they came, and why they came, no one seems to know; yet they do exist, and woe betide the boy who dare violate them. As one would naturally expect, the older schools afford the best examples, and such a place as Winchester is full of many unique traditions.

The extreme inutility of almost all these customs, save as determining the exact position of anyone in his house or school, is little short of farcical. For instance, in more than one school there are in the boys' rooms both forms and chairs, yet nobody may ever sit in a chair until he has been in residence for at least two years! At many schools you may not even whistle until you have been a year in residence, nor for the same period may you make toast at the fire. In one of the largest of our public schools there is a rule that everyone must wear his cap right on the back of his head, with the peak behind, unless he becomes a member of both the cricket and football elevens. Football boots are often the object of severe regulations. It is well known that brown leather is softer than black, and that for this reason is a better material of which to make football boots; yet there is a rule in several schools that none may play the game in brown boots until a certain proficiency has been attained.

Knowledge Required and Gained.

You must dress, you see, by predetermined rules at a public school. You must dress according to rules suggested by contemporaries of your gradparents long before you were born. You must arrive at school with your age, place of birth, father's income and social position, the contents of your purse, number of your sisters, the contents of your playbox, number of your brothers, your house, your form, your fag-master, the contents of your hamper, the whereabouts of your dormitory, the name and whereabouts of your former schools, the name of your tutor, the name of any friends you may happen to have who are already members of the school, and the answers to a dozen other questions, all on the tip of your tongue, and ready to be fired off at a moment's notice. Then, again, if you wish to be a success, it is absolutely necessary to learn during the first week the names, numbers, colors, positions, and relative importance of all the houses, elevens, playgrounds, cricket-fields, and clubs, together with the respective names of the captain of cricket, the captain of football, the name of each house master, the name of each form master, the name of the captain of the rifle corps, the whereabouts of the shooting range, the name of the drill sergeant, the name of the gymnasium instructor, the name of the swimming instructor, the whereabouts of the bathing place, the nicknames of all the masters, and the names of all the masters' daughters. And yet there are some who say that there is no knowledge gained at a public school!

Entrance According To Position.

Another very curious custom in at least one public school is that of going into chapel at different times as one's position becomes more assured. All the new boys, little boys, and inconspicuous boys take their places in chapel some twenty minutes before the Sunday service commences. When the quite inconspicuous members of the community have taken their places, in come those boys who have some small reputation in their several houses. Close on their heels come those members of the sixth form whose mental accomplishments exceed their physical. Following them are the members of the less important elevens, together with the most recent recipients of colors and the least conspicuous members of the football and cricket teams. Finally, about one minute before the opening of the service, the captain of football arrives, and with him the captain of cricket, those who are members of both elevens, and perhaps the maker of the top score, or shooter of the winning goal in the match of the previous day.

Condensed from *The School Guardian*.

Impressions of Our Universities.

By PERCY GARDNER.

While a visit to America suggests that changes are advisable in Oxford and Cambridge, he would be an unworthy son of the English universities who did not recognize that in many things we are the better off. Especially is this true of the attitude of Oxford and Cambridge towards religion. As the great majority of graduates who belong to any religious body are Episcopalians, a good working compromise is secured. In America the religious conditions are quite different. For many years the distinctive doctrines of particular religious bodies have been dying down into a general level of broad evangelical Christianity. Hence, the most American universities have been founded in the interests of this or that religious body, it has been possible at nearly all to arrange religious services which are acceptable to the great mass of the students.

Another matter in which acquaintance with American universities leads only to a frank recognition of their necessary divergence from ours is their government. Oxford and Cambridge are perhaps the most complete democracies in existence. The congregation at Oxford and the senate at Cambridge, comprising all the resident teachers, have a power which is almost unlimited in matters of finance, of organization, and of ordinance. In American universities power is less evenly divided, and the president is often the real repository of power in the organization. It is the most marked feature of American life, whether political, commercial, or educational, that power in every institution seems to gravitate into the hands of one man. By their presidents universities are made or unmade, and as long as the institution is prosperous, the president can ordinarily carry out his will as regards the direction of study, the appointment of teachers, and in fact in all matters of finance and organization.

Any one can study in America the two sets of institutions, the co-educating university, and the university meant for one sex only, as they exist side by side. Among the professors in such universities there is widely spread a deep feeling of dissatisfaction with the system. They complain that the mixed classes want homogeneity and vitality. Either the men will regard the women as unsexed rivals, or else they will waste time in running after them. The one extreme prevails at Cornell, where men and women meet only in class, and scarcely speak to one another; the other extreme prevails at Chicago, where the boys and girls wander about in pairs. A skeptic might doubt whether much of feminine society would help to bring the college career to a satisfactory end.

Condensed from the *Nineteenth Century*.

Sending a Girl to College.

The conclusion once reached that a girl is to go to college, two things follow in order—choice of college, and the manner of preparation for entrance. In the matter of choice of college there is very little advice to be given. The woman's college has not yet reached the charm of tradition; a girl hardly yet chooses a particular institution because it was her mother's *alma mater*, and athletics are not sufficiently developed to exercise positive influence. Unless there is decided predilection for co-education, such as Cornell and Ann Arbor offer, Vassar, Wellesley, and Smith present equal facilities; Bryn Mawr is patterned more after the university idea; Barnard and Radcliffe appear perhaps as appendages to men's colleges, and tho their advantages are excellent, they lack as yet the full charm of student life. Besides these colleges there are numerous smaller institutions offering good courses of study leading to a degree.

Preparation for college should be begun at an early age, and can be most satisfactorily accomplished at a good secondary school. This does not mean that such training can be obtained nowhere else; the high schools in many states do excellent work in this respect. But the pecu-

liar advantage of the secondary school lies in the fact that the whole course of study is planned with one object in view, and that the pupil breathes the college atmosphere from the very outset. A further advantage, and one which, to its credit, the secondary school uses sparingly, is the privilege of sending its pupils to college on certificate. To enter college without the ordeal of examination is not an unmixed blessing, any more than the examination itself is an unmitigated evil; but the privilege just mentioned has helped many a nervous, self-distrustful girl, who once inside the college doors has never again needed even so slight a prop as that implied in "entrance on certificate."

From *Harper's Bazaar*.

The Course in English:

How to Make the Most of it.

By EVA MARCH TAPPAN.

We have talked about our course in English so much that we have almost persuaded ourselves that we have one, but after searching for it in vain thru many cubic feet of school reports, one may be pardoned for coming to the same conclusion as did *Alice in Wonderland* when she told the unicorn, "But I can't believe in you, because you're a fabulous monster." Most of these reports state the number of hours per week that are devoted to English, but here, with few exceptions, the story ends.

We have the "college requirements," a test so artificial that they will forever be open to criticism. The boy who has had five hours a week of instruction in English passes his examinations for college; but the boy who studied "some of Shakespeare's plays"—is not very sure which ones—and learned many quotations and poems, but does not see of what benefit they were, as they did not come up in the examination,—often he enters too; and the boy who did most of the required reading the week before examination—he enters with honors. The requirements do not require and the examinations do not examine—and in the nature of things, examinations in English cannot examine. Fifteen minutes' familiar talk with a boy about his favorite authors will examine, but an hour's paper on an author who is even just a little in advance of what the boy would choose does not examine. The paper may show what he has learned; rarely does it show what he knows, and almost never what he is capable of doing.

There being, then, no uniformity as to course, aim, time, or treatment—the utmost that we can say is that most schools have some kind of work in English, at worst an hour now and then set apart for composition, rhetoric and the reading of English authors. Considering, then, only the reading of English authors, how may most good be obtained from this part of the study of English.

Necessity for Definite Aim.

Trenching for the moment upon the other two divisions—I would aim at teaching the pupil in his study of English to use one language, not three. The average person thinks in one language, speaks in another, and writes in another. The thought-language is quick, but vague and inaccurate; the tongue-language is easy and forcible, but careless, the hammer hits the nail on the head, but it may smash the rhetorical bric-a-brac on the way; the pen-language is too careful, it has its best clothes on and is not quite at ease. The problem is to combine the readiness of thought, the ease and force of speech, and the exactness of written composition. Perhaps there is no one exercise that is better than repeating slowly, the exact words of a feeble, misty recitation and giving the pupil a chance to make it strong and clear; or, to obtain a wider vocabulary, paragraphs may be read by the pupil, substituting at sight synonyms for as many of the words as possible. It is almost like paving highways with diamonds to use Irving for such a purpose, but it does help to make excellent roads.

In spite of the report of the Harvard committee, I do not find the average high school pupil deficient in the essentials of the art of expressing himself on paper. Indeed, one of the questions that the report aroused in my mind was: Where did some of those freshmen who criticised their preparatory schools so severely acquire the ability to express their criticisms so clearly and forcibly?

Free Discussion.

The best thing to do is to help arouse and develop thought to be expressed. In literature a free discussion seems the best way. Subject-matter is provided; what the pupil gets out of the subject is his own property. Any idea that he gains for himself is of value to him, because it is the outward sign of effort and growth; to others, because coming from a mind on a level with their own, it is sure not to be over their heads, and will help to arouse their own thoughts. Of course one must be prepared to hear that the central character in the play of *Julius Caesar* is the "fourth citizen," or that Emerson teaches that right and wrong are all one thing, or that the *Ancient Mariner* is a literal account of a real voyage; but for all that courteous welcome, must be given to every speech, however absurd, if only it is honest.

Aids to Thinking.

Hand in hand with this free discussion must come definiteness of aim and preparation. To assign a poem for study means little to an untrained mind. To give questions for thought is to lay down landmarks; e. g., Judging from this poem is the author more interested in sound or in color? Are there any lines that seem to express his own belief or preferences? Which character shows to best advantage in this scene? Would this line be a good practical motto? Why does the change of this adjective make the phrase prose instead of poetry? Which is the best sentence in the speech? Such questions do not, perhaps, require the consultation of books, but they will make the boy think; and if the whole class know that any thought will be accepted if it has a good reason behind it, then the pupil who does not think will not feel quite at ease, and a cultivated sense of intellectual uneasiness is as good in the world of intellect as a cultivated conscience in the world of morals.

Points to be Emphasized.

Another respect in which there must be special definiteness of aim is that of emphasizing the right thing in each author. In Macaulay, for instance, style is the first consideration. Why he is clear, how he makes his paragraphs, how he connects his sentences, where he puts the main thought, what he does with subordinate matter, why the balanced sentence is the congenial expression of his mind—with all this for an aim, how can we stop to find out how many pounds Dr. Johnson weighed, or even in which plays Garrick acted? We are looking for something else. In Emerson the ethical must come to the front. Supposing his paragraphs do not exhibit a regular framework—it is hardly expedient to hold up a master of eloquence as an example of rhetorical ignorance. So let it be with Irving. The average pupil has at best but an undeveloped sense of humor; let Irving help develop it. Even if a fine touch of jest does have to be elaborately explained, the way is made easier for the next one, and the boy over in corner who is smiling at a delicate bit of humor will be the last one in the room to giggle if a pencil rolls from a room.

For Rapid Work.

A neglected talent that deserves cultivation is that of rapid selection in reading. Not every book is to be swallowed and digested. Any child can run thru a box of children's treasures and, quick as thought, can toss to one side what belongs to him, and to the other what is not his. So far as the English class is concerned, why not distribute easy books, and at the end of fifteen minutes ask for informal papers stating what each one has learned of the book? After a little practice, it is surprising to see how much a pupil will get in fifteen minutes from one

of Macaulay's essays. I suppose it would be playing with fire and shavings to recommend a course in easy story-books, but the exercise might be undertaken in class without fear of serious disaster; and certainly, there is nothing but enormous amounts of easy reading that will make rapid selection in reading possible.

But one cannot accent every syllable. Surely no man can serve many masters. The English teacher may work conscientiously in all lines, but if there be not one that appeals to him especially, then even tho his labor may not be vain, it will lack that subtle touch of personality which makes a living teacher better than a self-explaining book.

The Man Behind the Method.

Methods and omelets shrink when they grow cold. Be at ease with the class, and the inspiration that comes in the midst of the hour is worth the most elaborate planning. Methods cannot be pasted on. A bright boy once questioned me, "What kind of a place do you suppose a teachers' institute is? My teacher went once and when he came back he did everything a different way, but it didn't last long." Put a live man behind any method, and glory will shine around. Garfield's idea of a college was Mark Hopkins at one end of a log and himself at the other. The question of methods really resolves itself into the question of men and women—and sympathetic imagination, for the most brilliant teacher ought to have imagination enough to know how the dullest pupil feels.

Saving Time.

The demon of thoroughness is abroad in the land and says, "It is superficial not to know the essay or poem 'from turret to foundation stone.'" If it be superficial to take from a well only so much water as will satisfy our thirst, then we must be superficial in order to be thoro. When even the trained and matured mind cannot take in at any one time all the thoughts of any author worth reading, I do not see how it is superficial to require a pupil to take from an author that only which by virtue of a perfect comprehension he has proved to be his by right.

Another way in which I would save time and strength is by reserving information till the class manifest in some manner that they are prepared for it. Some of the youngest pupils read the *Lays of Ancient Rome*, but never a word did we say about the author till they began to query whether Horatius spoke English, then whether the *Lays* had been translated, and finally whether Macaulay lived in ancient Rome. Then was the time to talk about the author, and how it was that he made his poem so realistic.

Specialization.

A few days ago, a wise man said to me, "How is it that the school children of to-day are not so original as they were in the little red school-houses at the country cross-roads? They seem to have been made in one mold." How shall we avoid this uniformity? There cannot be a class for every pupil, as there was in the time of the little red school-house. The babies are in the kindergarten, they are not sitting in a restless little row on the front bench learning snatches of *Paradise Lost* from the big girls' parsing. They are turned out from the same mill, and setting aside the diversity of grandfathers they are comparatively uniform. Can we individualize? Here the reactionary tendency to specialize will help us. I believe it is not the fashion for children to learn the alphabet, but if it were, I should expect to find the little specialists with their horn-books, some babies learning vowels and some learning consonants. In the English room there is much uniformity of previous preparation; but here enters the personal equation, the very essence of specializing. The boy who reads a page for the first time is absolutely free in his thought of it, what it is to him it may not have been to any one else: but the class compare ideas; someone else sees what he does not, specialization begins.

Condensed from the *Journal of Pedagogy*.

Constructive Work in Common Schools.

By WILBER S. JACKMAN.

When von Baer showed that every organism in its earliest stage has the greatest number of characteristics in common with all other organisms in their earliest stages, and that at each later stage characteristics are developed which distinguish the embryo from those groups of embryos which it formerly resembled, he brought to the theory of evolution perhaps the strongest evidence that has ever been marshaled to its support.

The facts of embryology, however, when properly understood, do not of themselves prove or even assert anything concerning the development of the mind after birth. The utmost that can be urged is that between the two there exists an analogy. While the domain of embryology may lend suggestion, it is evident that the early stages of mental development remain to be studied by themselves.

Upon one point at least there may be general agreement, namely, that certain so-called primitive instincts do actually exist, and that by taking intelligent advantage of them, definite educative presentation may be begun at a much earlier age than was once supposed. When the child enters this world and begins its conquest, being wholly without experience, its earliest demands are met thru the operation of those instincts which probably are its heritage from thousands of ancestors. While these instincts have been and are probably common to all peoples in all times, they are not equally strong at the same time, and there is a tolerably well-defined order of development. In teaching it might be well to consider, also, what the effect of racial intelligence may be upon the presence and development of these instincts. It is not likely that they are quite the same in a child which is the product of an old civilization and a child which is the latest in a long series of generations of savages.

Study of Primitive Life.

It is at this stage in the education of children, when the primitive instincts seem to call for nourishment, that many teachers have assumed the interesting story of the race as revealed by embryology, as the setting and the background for their system of education. In working out this attractive analogy, tho, it is to be feared, they have done so under the misleading conception as to the embryological facts to which already reference has been made; whereas the truth is that while at a given point the two embryos have some characteristics in common, they are by no means identical.

It is a fundamental error to suppose that while the child may be Indian-like in his instincts, he is therefore to be considered as an Indian or treated as one; just as it is a radical mistake to suppose that because the human being at a given point in development is fish-like, that therefore it is actually a fish. All have witnessed the yielding of an organism to some peculiar feature of its environment. It seems to be, therefore, a proposition of the most elementary kind that in choosing material to satisfy the cravings of the early instincts, it should be taken from the immediate environment of the children. Even the Indians themselves were bound to recognize this fact. Those that lived on the treeless plains did not satisfy the demands for food, shelter, and clothing in the same way that the Indians did who lived in the mountains or in the forests. It is going against nature to deny to the children of the present the privilege of utilizing their environment in their day as the Indian freely used his surroundings in those ancient days.

The presentations of primitive life, as the lessons are usually taught, ignore entirely too much the value of the immediate setting of the children's lives.

There is not a child of six years in the country to-day that does not have too much sense to try to settle the question of shelter by building a bark wigwam or by digging a hole in the ground. There is no civilized child to-day who would not, if let alone to his own devices, aspire to a building that would throw the wigwam and the igloo into the shade.

Children in playing at blocks invariably plan houses patterned after those which they see about them. They lay them out in rooms and in buildings of several stories, which they connect with staircases. If they are at play in the yard or fields, in building, they invariably avail themselves of the bricks and lumber piles that may be in the vicinity. Even if they were to be placed in the woods with the Indians themselves it may be well believed that they would build wigwams under protest, and with many a longing for the bricks and mortar of civilization.

A Better Plan.

The practical question still confronts the teacher as to how this wholesale presentation from the immediate environment may be brought about. As an illustration, suppose the teacher and the pupil should attempt to work out the ideal of shelter as it shows itself at the present time in the construction of houses. This would require a varied presentation. One phase of such presentation would involve a study of the nature of building material and the consideration of the reasons why certain selections should be made. This would naturally fall under several heads, as follows:

1. Mineralogy: a study of the physical and chemical constitution of the various kinds of stones used in the walls; a similar study of the bricks, mortar, and cement, and of the different metals used in construction; a study of glass and glassmaking.

2. Botany: a study of the structure, growth, and properties of different kinds of wood; a selection of wood with reference to strength, lightness, color, grain, and cost.

3. Mechanics: a study of all materials with a view of relating, directly, form to function; how to shape the various beams of wood and iron, to secure the maximum of support from the minimum of material and cost; the adaptation of different materials and different forms of the same material—such as cast and wrought iron, steel, brass, lead, tin, zinc, and copper—to different uses.

4. Hygiene: a study of lighting material, natural and artificial, gas, oil, and electricity. Modes of heating and ventilation, means of rendering the walls non-conducting; plumbing and sewerage; the water supply.

A second phase of presentation would develop the reasons controlling the choice for the location, the choice of material determined by climate, and an inquiry into the sources of the materials which would open up the whole question of distribution. This would further lead to an investigation of the subject of transportation, natural and artificial, and to a consideration of the natural features of the country. It would include the study of mines and mining; of forests, their distribution; of the manufacture of lumber; the sources of fuel. This series of topics, when fully developed, would cover the geographic aspects of the presentation, and it would serve to edge the appetite for the entire subject of geography.

A third aspect of the presentation is the house as a whole. This would direct attention to the conveniences that might be provided to meet the wants of its different members. The arrangement and allotment of rooms, with due regard to the comfort and health of each; the kind and quality of furniture; the interior finish and outside architectural design; the decorations in wood, carvings and moldings; the wall hangings, paper, tapestries, and window draperies; the shades and colors adapted to the amount and quality of light and the purpose of the room; the *tout ensemble* of each room with respect to its furniture as a sleeping room, sitting room, dining room, kitchen, or parlor; the outlook of the entire house—its accessibility to roads and other modes of transportation, affording opportunity for a proper participation in the social life of the community and at the same time providing the isolation demanded by the family as an organism.

The presentations under the foregoing heads are in no wise complete without a judicious application of the subject of mathematics, including at least geometry and arithmetic. Under this head there should be a drawing of the entire plan to a scale; the calculation of the neces-

sary quantity of material; the calculation of the support required in various parts of the building, to be used as a basis for determining the necessary quantity of material; the cost of raw material, of its manufacture and transportation; the cost of labor; the value of land improved compared with the unimproved; taxation, and insurance.

What the Results Would Be.

It is scarcely necessary to point out how greatly such a line of study would be stimulated by the physical and social environment of the pupils. In the selection of materials everything within reach would challenge a test. In the matter of decoration every color and every form in nature would feed the imagination. A study of nature for such a purpose would furnish the children a course in both nature study and art of which the school world has not yet dreamed. A study of the modern home, made intelligible by the constant constructive work of the pupils, would render luminous and in the highest degree helpful all in history that lies within the domain of social customs, architecture, and art.

It is scarcely possible to over-magnify the beneficence of an education that seeks first to make the most out of the immediate things of life. There need be no fear for the ideals of the child who grows up in vital contact with the plain industries of life that make for the welfare of individuals and the prosperity of the community. No boy or girl who lives in such surroundings and who enjoys the privilege of becoming actually identified with them ever idealizes the loafer or the tramp.

One could almost wish that the name of school could be banished. It is the name and not the nature of our ministry that chains us down to tradition; that closes the eyes of the pupils, benumbs their senses, and befuddles the teacher in his thinking. The pupils should receive instruction in school as clean-cut, as direct, and as simple as they get it when knocking around the world outside of school.

Condensed from the *Educational Review*.

Constructive Work in Schools.

By MARGARET J. CODD, Chicago.

A wave of constructive work seems to be sweeping over the land. Whether appearing in the authorized courses of study or not, principals request it and special teachers find remarkably ingenious means of correlating it to their other efforts; educators in normal schools and professors in chairs of pedagogy talk learnedly of the activities of the motor brain cells; and whether we know anything else about it or not, we understand that, if we would not be left behind in the procession, it behooves us to have constructive work at once in our school domain.

But what?—and how?—are burning questions of the hour, for, alas, constructive work does not come naturally to the teacher—whatever its advocates may claim for it in regard to the child.

The teacher must spend many weary hours, thinking with tired brain over the little devices, which are to simplify the work and render it profitable as well as interesting to the children.

In the hope that my experience may be of assistance to some busy worker—without planning any long, regular course of study—I venture to offer the following suggestions.

The first difficulty to overcome is lack of suitable material. School constructive work being in its infancy, little is furnished for this work by the ordinary school board.

In schools, having no equipment for regular manual training, only a limited amount of wood work can be done. Basswood three-sixteenths of an inch in thickness or the wood from cigar boxes can be used with an ordinary pen-knife.

Strawboard is cheap and suitable for many articles. If this is not obtainable, cardboard is excellent, and even pasteboard boxes may be pressed into the service.

Directions for making a few simple objects will readily

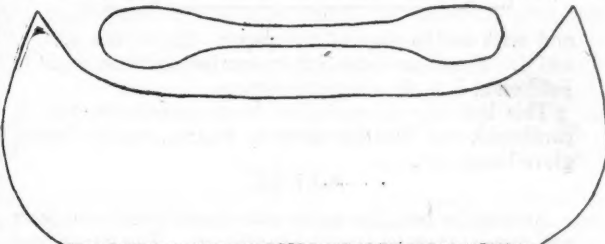
suggest others to the teacher and the children, and the exercise of their powers of invention will be one of the most valuable results of the work.

It is well to begin our making with paper—I say *making*, because I do not mean simply cutting outlines of objects. When finished the articles made should be miniature models of real things and should possess the three dimensions, length, breadth, and thickness.

Whenever possible, it is well to have the constructive work planned to illustrate the other studies of the school. Hiawatha and other stories of the American Indians suggest their belongings, and we may begin by making a canoe.

The Canoe.

For this we need stiff paper. Seven inches by nine inches is a good size. Fold it once lengthwise and cut on



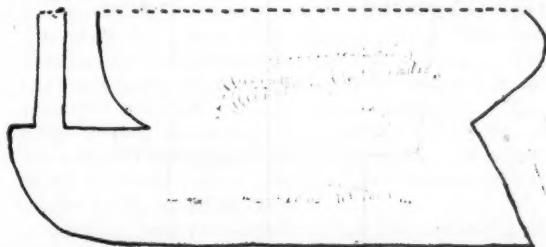
the heavy lines. Pupils do the same. This should be free cutting on their part. The ends of the canoe may be lightly gummed or sewed with colored wool. Paddles may be cut from the remaining bits of paper, teaching a lesson in economizing our material.

If birch bark could be procured, the neatest workers might use the papers, which were cut, as patterns in producing "real birch bark canoes."

The Sled.

For the following lesson, we may try making a sled. No very strict measurements should be insisted upon in the first efforts, for fear of discouraging the little workers.

These exercises differ from ordinary grade work in that their possibilities are not measured by weeks and months.



Children, who have had previous drill in cutting, will be able to do more difficult work than older ones to whom it is a new experience; so different grades may work with profit on the same articles.

A pair of scissors and a piece of stiff paper seven inches by nine inches should be supplied to each child, and directions given to double the paper lightly lengthwise, and then to fold it in the same way again. This will divide the paper into four equal longitudinal sections, which will serve as a guide in cutting.

With the paper once doubled, the teacher may cut, following approximately the *heavy lines* of the pattern. The children then do the same and, upon opening, the little sled will be ready for inspection.

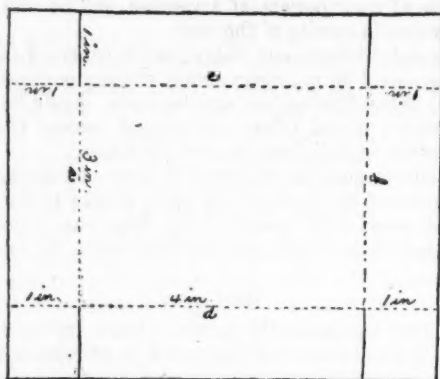
This paper sled may later serve as a pattern in making toy sleds out of cigar boxes; and ambitious *home workers* may enlarge upon the idea and to their great delight become the makers of "real bobs."

A Box.

Measurements may be used in making this simple box. The children will need stiff paper and mucilage; and for tools they will require pencils, rules, and scissors.

They should measure and cut a piece of paper six inches

by five inches; then measure one inch from each corner



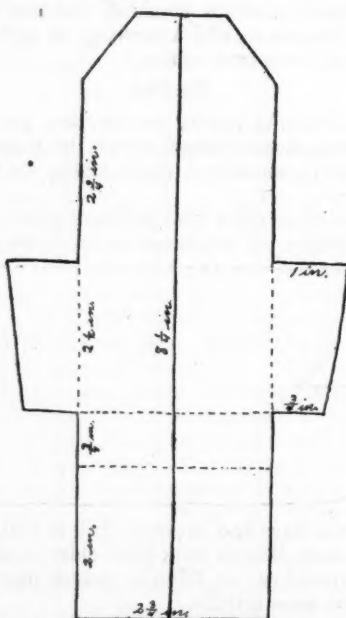
and mark on the edge of the paper. Rule lines a, b, c, and d. From each edge, cut in one inch on lines a and b. Fold on a, b, c, d, and paste corners.

This box may be varied as to measurements, cut in cardboard, and prettily covered, making candy boxes, glove boxes, etc.

Match Safe.

As was the box, the match safe should first be cut from stiff paper; then be made of cardboard. The pupils may make it from measurements according to the diagram.

In working in cardboard a sharp penknife is better than scissors. In the latter work the heavy lines should be cut thru, but the dotted lines should only be cut half thru for convenience in folding.



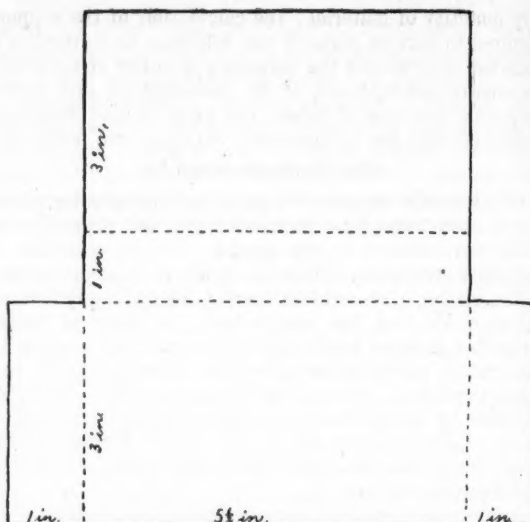
A little bit of sandpaper, gummed to the back of the match safe, will add a touch of realism to the effort, which will greatly please the children.

The Envelope Holder.

This is suitable for children of nearly all grades and may be made of heavy cardboard. The pupils may measure off and cut with a sharp knife a piece of stiff cardboard, seven inches by seven and one-half, and mark it off according to the following diagram.

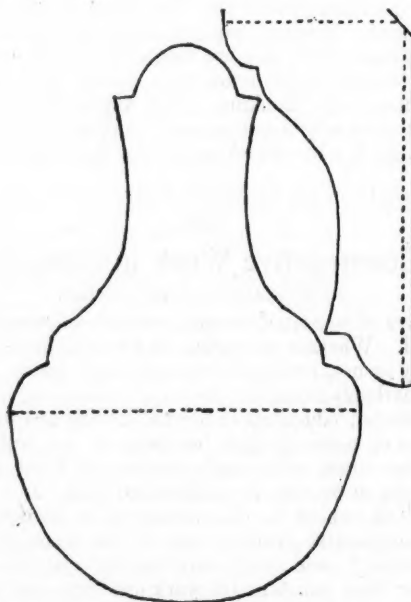
Cut half thru the cardboard on the dotted lines, bend and glue into shape. Cut an oblong piece about eight and one-half inches long and four wide for a foundation and glue the little case to it.

This receptacle may be varied in size to suit differently shaped envelopes, and it may be ornamented to suit the taste of the pupils. If made of white cardboard, gold paint or ornaments cut from gilt paper would be suitable and effective.



The Bracket.

The pupils may use the rule for this also, and do some little measuring. The length ($7\frac{1}{2}$ in.) and breadth (5 in.) may be given them; the support is 5 in. \times $2\frac{1}{2}$ in. In cardboard the width of the little flanges for gluing should be one-eighth of an inch; in wood they will not be needed.



Other forms may be developed from this simple one, and the individuality of each pupil may thus receive due recognition.

When pupils have completed all these little articles, they will have made a good beginning in constructive work, and will be ready to take up more elaborate designs.

From *The Teachers' Institute*.

Cultivation of the Esthetic.

There is a school in Ohio whose walls are adorned with from eight to twelve large, neatly framed pictures in each room. The funds for these were procured in the following manner: There was inaugurated, as a part of the regular school course, a systematic series of public rhetorical entertainments growing out of the regular, legitimate school work. The primary object of these was twofold: to give pupils systematic and thoro training in public speaking, and to bring the citizens and patrons of the schools into closer touch and sympathy with the educational work of the community.

The plan was to have each grade, as an outgrowth of the regular weekly literary and rhetorical work, once during the year, prepare a program of exercises to be given in the hall before the public. It was understood that the mere *entertainment* feature was to be kept wholly subordinate, and that the *culture* idea was to be made prominent.

The parents of the children on duty were admitted by complimentary tickets, while others were charged a small admission of ten cents, with the understanding that the receipts were to be expended for books, maps, charts and school-room decorations, and for other purposes which might directly benefit the schools. From the proceeds of these entertainments and the annual commencements, a sum was realized amounting in the course of a few years to more than \$3,700. Not only have the walls of the school-rooms been decorated as above, but many of the rooms have been provided with pianos or organs, needful apparatus, maps and charts; and in each room was placed a library case, provided in the aggregate, with more than 1300 of appropriately selected volumes.

While the funds received from these entertainments have added largely to the equipment of the schools, far greater benefits have come from the increased educational sentiment in the community, and in the way of a better preparation of the young people for practical life. These appearances before the public have developed self-reliance, the ability to be at ease when before an audience, and a practical knowledge of the laws of public speaking.

W. H. COLE, in *Ohio Educational Monthly*.



Window Gardens.

By KATHERINE BEEBE.

In most of the present day school-rooms one finds plants and flowers of various sorts. They are supposedly there for the purpose of adding a touch of beauty. There are many rooms, however, to which attempts at window gardening add only a confusion and disorder which is hardly atoned for by the brilliant color of geranium leaves. In no way can a teacher display her artistic sense, or her lack of it, more completely than in her choice and arrangement of plants. Perhaps the inartistic and spasmodic attempts in this direction, which are so common, are only phases of an evolution—a blind feeling after that which is beautiful and true. Let us hope that the time is at hand in many schools when what has been spasmodic and inartistic will give way to what is purposeful and beautiful, when the feeling after that which is beautiful and true will become an actual expression.

Three Gardens.

In one school-room the shelves attached to three south windows were painted to match the woodwork of the room. On each shelf was a strip of table oilcloth, which was evidently wiped with a damp cloth every morning. On these shelves were a number of flower pots containing a variety of flourishing plants. The pots were daintily covered with crinkled tissue paper of a moss-green color.

In another room was a similar window garden, with painted shelves, clean oilcloth, and flourishing plants. The flower pots were, however, uncovered, their own dull red color, revealed by exquisite cleanliness, being deemed by the teacher more truly artistic than perishable paper coverings.

Another teacher who has learned a little of the Japanese idea of flower arrangement, has only her middle south window shelf devoted to plants. She even goes so far as to have but one at a time on exhibition. Now it is a bowl of Chinese lilies, now a begonia in full flower, occasionally an arrangement of cut flowers. A marguerite with a wealth of yellow or white stars, a chrysanthemum, an Easter lily, and a geranium full of scarlet blossoms have each had a turn. Cyclamen, primroses, hyacinths, jonquils, narcissus, freesias, and tulips have delighted the

eyes of the pupils, all the more perhaps for marching thru their school year single file.

For Fall Blooming.

Instead of allowing the same geraniums to grow year after year, it is better to plant a number of slips in June which, growing out of doors all summer, will be ready to bloom in the fall. This is also true of marguerites and some begonias. The geraniums brought to school by the children have, as a rule, been blooming in pots or gardens during July and August. They need rest, and had better be set aside and used for slips in May or June. If they are allowed a place in the school-room they should be cut back. They will often, after this pruning, yield a plentiful crop of leaves, but cannot be depended on for blossoms.

In setting out summer slips for autumn and winter blooming, besides geraniums, begonias, and marguerites, rose geraniums, foliage plants, the mosquito vine, and other vines may be used. It is easy at this time to plan for color combinations and to prepare scarlet and white, white and yellow, pink and white or red and yellow to bloom together, instead of allowing a brilliant red geranium to bloom next to an equally brilliant pink one.

Good Window Plants.

Some plants which do well in school-room windows, besides those already mentioned, are the oxalis, asparagus fern, gloxinia, broom plant, swansonia, wandering jew, English ivy, and other vines. Freesias are especially recommended for their fragrance, and Chinese lilies for the profuseness of their blossoms, as well as for the little care which they require. It is a pleasure to the children to see these bulbs grow from dry balls to a wealth of leaf and blossom. Any of the bulbs which can be made to bloom by means of glass and water deserve a place in the school-room while they are growing. Others had better be kept where it is darker and colder until ready to flower.

Planting Seeds.

As spring comes on, many teachers are anxious to plant seeds and do a little real gardening with the children. In my own room, the latter part of last February, we planted nasturtium, morning-glory and sweet pea seeds in window boxes. In less than a week the seeds germinated and, under the warm south sun which came thru the window glass, the plants grew very rapidly. They were in bloom some weeks before the last day of school. We let the vines climb on strings which were fastened from the edge of the box to the middle sash of the window. As they grew beyond the middle sash we cut them back, which made them thicken and branch out below. Of course we could not raise these windows, but there were three others which we could open.

Another year we planted such seeds as would produce lower-growing plants, such as mignonettes, sweet alyssum, verbenas, coreopsis, forget-me-not, pansies, phlox, poppies, cornflowers, and snapdragons. In choosing such seeds for planting, remember again the color effects of blossoming time. A window box of white alyssum and variegated verbenas, of blue cornflowers, and white poppies, of pink and white poppies, of red and yellow marigolds and coreopsis, or of any other thoughtfully designed combination will far exceed in beauty any chance arrangement which may place magenta, orange color, and red in nerve-rasping proximity.

Half the battle is good, rich soil. During the whole year it is well to supplement the necessarily limited quantity of earth supplied to plants by pots or boxes, with some kind of plant food. There are several kinds in common use which can be procured at any seed store.

If it is possible to give your plants air baths and rain baths, do so. Keep the leaves free from dust and do not over-water. The children will be glad to perform any or all of these services for you. Plants seem to know when they are truly loved and cared for. Their response to the genuine flower lover is generous. They have a way of teaching those who conscientiously tend them to love them, even where such feeling has previously been wanting.

Condensed from *School Education*.

The School Journal, NEW YORK AND CHICAGO.

WEEK ENDING FEBRUARY 25, 1899.

It isn't so very long ago that a teacher in the city of New York pressed an application for a principalship on the ground of long experience, and was refused by the board of education because length of service could not be considered of itself a prime qualification. Time served in one position does not necessarily qualify for a higher one, tho many school boards seem to consider this an axiom. Often the only result of experience has been confirmation of wrong notions held at the start. But the worst feature of it all is that the teacher who relies wholly upon his own experience feels no need of any special preparation for greater usefulness and higher positions. The teacher who draws upon his initial intellectual resources for twenty-five years without increasing and enriching them by observation, reading, and reflection, ought to be dropped rather than considered fit for promotion owing to "long experience."

It may as well be admitted that with many teachers appointment to a position means cessation of further study. All energies are bent upon the examination and after that no more is done without some compulsion from without. Superintendents and boards of education have found this out, and have devised means to shield themselves and protect the children. In some places a vicious multi-graded system of licensing has been constructed; in others appointments are made for only one term or one year; in still others attendance at institutes and work under the direction of instructors is made compulsory.

The growing preference for college graduates in the better positions might also be mentioned among the results of this almost universal cessation of study by teachers. School authorities have concluded that the college graduate has a fair amount of scholarship to start with and that he usually has been disciplined into habits of study which are not so easily stifled all at once by the first whiffs of the fatiguing effect of class-room work, and if he should sooner or later join the large army of the self-satisfied, he has at least intellectual resources enough to last him some years.

Ruskin says: "Education does not mean teaching people to know what they do not know. It means teaching them to behave as they do not behave. It is painful, continual, and difficult work to be done by kindness, by watching, by warning, by precept, and by praise; but above all, by example." Not everything said by this keen art critic has an arresting force in it. This is well worth considering because it separates teaching from being the mechanical pursuit some would make it. The best thinkers declare education to be the formation of character—that is as to its main features.

The present era is marked by the efforts of numerous people to get education back, as they think, upon the old foundations. We have moved off from the old ground and shall not return to it. Education, in the new sense, can be brought about only by men and women of superior

mental and moral ability. The old education could be handled by Frederick the Great's maimed veterans, because they aimed merely at knowledge.

It seems that Mr. John Jay Chapman, of New York city, is not blessed with any extraordinary amount of good sense, if the Boston papers rightly report his address at the annual meeting of the Boston Public School Association. He declared: "I have a contempt for the people of this country; they don't dare to think, because they fear they will be hounded for it." Why does he not set a good example and dare to think himself? Yes, think at least twice before he ever speaks in public again.

Is it Over-Education?

The requirements of the schools upon children and youth is discussed in a very sympathetic tone in the February *Ladies' Home Journal*, and if the statements are accepted a great injury instead of a great good is being done. "The murder of the innocents of the nineteenth century is under what is claimed to be the finest free school system in the world." Is it a fact that it is unhealthy to go to school as our schools are now managed? We do not think so. That cases occur where a child would better be at home and possibly in bed is probably true, but this comes from the ignorance of parents. There are children too delicate to go to school with regularity, there are those who cannot bear the strain and the spur of the competition that will exist where numbers associate in a common enterprise; their parents must understand them and provide for their education in other ways.

The faults pointed out in this article are mainly chargeable to our civilization; the schools feel the pressure of the race after money by men and after fashion by women. The boy in the country school has yet the leisure for play that is pictured in this article referred to as being so delightful, but as soon as he can he hies him to the city where opportunities for money making are to be found. The opportunities for youth in the cities appeal to the parents to have the early years employed on subjects that will give fitness. When the pace of our civilization is slackened the pressure in the schools will abate.

From quite a long inspection of schools the conclusion is reached that the children of to-day are as happy as the children of yesterday with the two exceptions noted above. The children do feel the pressure of this civilization upon them in seeing the efforts of their fathers to get money and their mothers to equal the fashion types; but in spite of that we are in an age in which one of the chief thoughts is to make the children happy. It is probable they get more enjoyment out of our civilization than their parents. The school is not opposed to the true interest of childhood; it is the parent who must be more thoughtful.

That children are seen in school with glasses on nowadays simply shows that a short-sighted pupil is cared for; it was not done years ago. That teachers do more than formerly is indeed true; once teaching (so-called) was a dull routine, the teacher was required to know but little; the change is a good one—good for the pupil. But there is a great deal of machine work that might be omitted.

Experience and Cessation of Growth.

Under the title "As Others See Us" THE SCHOOL JOURNAL this week gives the opinions of two foreigners concerning American schools and educational activity. M. Compayre, is well known to American educators thru his excellent writings, particularly his work on the History of Pedagogy; he is personally acquainted with a number of the foremost educators of this country, and has long taken a sympathetic interest in our school affairs. It is a pleasure to note his encouraging words about the wonderful progress made in recent years in many departments of educational endeavor. We do not say that he has fully grasped the situation here; that is asking too much of one who is not himself an American and is in every way qualified and so situated as to keep in close touch with current discussions. Nevertheless he is just in most things. In a few instances he has been misled by the extravagant palaver of unimportant and insignificant persons and matters in a certain educational paper which does that sort of thing because it has neither conscience, policy, nor pedagogical perspective.

The German pedagog who has written us down, evidently never grasped the American idea of government and education. His article betrays a very narrow view and he seems to have confined his investigations to schools in those parts of one or a few cities which are principally inhabited by immigrants from the European continent, or their immediate descendants. He knows absolutely nothing of American aspirations, nothing of the spirit of civilization and educational ideals. If he had compared our American farmer and day laborer, his reading, amusements, church and political interest, etc., with the German peasantry and *Handwerkerschaft*, he might have given his countrymen some profitable reading. Or he might have spoken of the humane discipline in our schools and the relation between teachers and pupils as found here. In pedagogic theory and the professional development of teaching, Germany is doubtless still ahead of America, but in results and practice it can learn a great deal of us, and her most philosophical and broad-minded men concede that gladly. However, there are prejudiced, self-satisfied, "schoolmasterish" critics in Germany as well as here, and it cannot be helped that one of these sometimes succeeds in getting himself into print.

Children's Drawings.

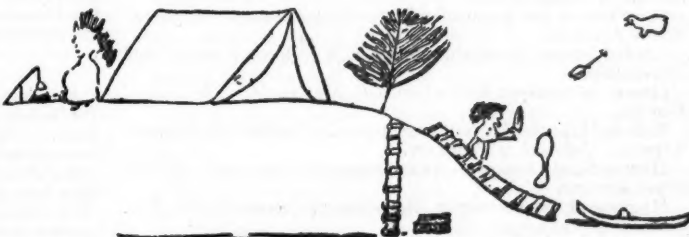
The specimens of children's pictures given here were obtained from a public school near Boston. The *Herald* of that city, by whose courtesy the drawings are reproduced, states that while they are not remarkable from an artistic or pedagogical point of view, they are fairly representative of what young school children are likely to do with the liberty which the new methods of teaching give them.

The pictures show some of the interesting and amusing results of youthful attempts. Young children are very courageous in drawing, and nothing is too difficult for them to try. A three-year-old child, if asked to draw a man, will make some confused scrawls on the paper, and hold it up to view with perfect confidence, not only that it represents a man, but that it presents a likeness to some particular man, as the milkman or butcher.

Under a spreading chestnut-tree
The village smithy stands.
The smith a mighty man is he
With large and sinewy hand
And the muscles of his brawny arms
Are strong as iron bands.



"In illustrating the smithy," says the *Herald*, "a little girl showed her particular interest by drawing a small-conventional house between two chestnut trees, surrounded by little girls wandering in a field of flowers. Another girl of six drew a row of boys and girls with a tiny blacksmith hanging in a sort of a frame in the background.



"Hiawatha sitting at the door of the wigwam on summer evenings, listening to the whisper of the pine trees and the lapping of the water, is generally drawn quite successfully, with a surprisingly good appreciation of Indian life.



"Little Red Riding Hood is more difficult, and the drawings are frequently unintelligible. The illustration given is by a little boy who has a distinct idea of a wolf and of the little heroine, as he has drawn them twice alike. It is quite evident that the two houses represent the home of Red Riding Hood and that of her grandmother.



"The wreck of the Hesperus shows less experience. The subject generally proves a difficult one, as a wreck is confusing to most people. The captain's pipe is usually strongly developed, while the little daughter is frequently lashed to the mast as if she were a murderess expiating her crime on the gallows.

Educational Articles in Current Magazines.

- Air and Its Impurities.—Dr. E. S. Reynolds. *Educational Foundations*.
- American Textile Schools—Walter J. Kenyon. *Art Education*.
- Art in Education. *Teachers' Institute*.
- Chorea Among Public School Children—Will S. Monroe. *Educational Foundations*.
- Comparative Study of Colleges—D. B. Purinton. *Journal of Pedagogy*.
- Constructive Work in the Common Schools—Wilbur S. Jackman. *Educational Review*.
- Continuous Sessions for Colleges and Universities—Jerome H. Raymond. *The School Review*.
- Course of Reading for Children—Supt. George Griffith. *Child-Study Monthly*.
- Culture and Education—Wilhelm Rein. *The Forum*.
- Culture and Instruction—Supt. Edward Brooks. *Educational Foundations*.
- Educational Movements in England—William K. Hill. *The School Review*.
- Elementary Character of Secondary Education—F. E. Spaulding. *Journal of Pedagogy*.
- English in the High School—Tutey Francis Huntington. *The School Review*.
- Essentials of Library Equipment—Mrs. Lucius B. Swift. *The Inland Educator*.
- Exhibits of School Work. *Primary School*.
- Fiction as an Educator—S. Fletcher Williams. *Indian Journal of Education*.
- Fossilism of the Superintendent—Hattie Bloom. *Arkansas School Journal*.
- Graded School Management—Dr. E. E. White. *Educational Foundations*.
- Honor in Student Life—James C. McKenzie. *The School Review*.
- How to Make the Most of the Course in English—Eva March Tappan. *Journal of Pedagogy*.
- How to Study History—Anna Boynton Thompson. *Educational Review*.
- Hygiene of Instruction in Elementary Schools—G. W. Fitz. *Journal of Pedagogy*.
- Kindergarten Phase of Primary Work—Edith L. de Long. *Primary School*.
- Language Teaching from the Child-Study Point of View—Dr. M. P. E. Groszmann. *Child-Study Monthly*.
- Limitations of Mathematics—James H. Gore. *Educational Review*.
- Moral and Civil Instruction. *Teachers' Institute*.
- Northwestern State University and Its Preparatory School—Willard K. Clement. *Educational Review*.
- Pedagogy in Kindergarten Training—Nina C. Vandewalker. *Kindergarten Magazine*.
- Practical Aspects of Psychology—Joseph Jastrow. *Educational Review*.
- Pupil Government in Schools—Prin. John T. Ray. *School and Home Education*.
- Real Province of Method—Howard Sanderson. *The Inland Educator*.
- School System of Porto Rico—Capt. A. P. Gardner. *The Forum*.
- Science and the New Education—C. W. Hargitt. *Journal of Pedagogy*.
- Secondary Education in the United States, the High School Period—Elmer E. Brown. *The School Review*.
- Series Method, The—Charlotte Taylor. *Popular Science Monthly*.
- Taxation of College Property—Charles F. Thwing. *Educational Review*.
- Talks to Teachers on Psychology—William James. *Atlantic Monthly*.
- What Charles Dickens Did for Childhood—James L. Hughes. *Century Magazine*.

A Few Conditions in Porto Rico.

Dr. Salvador Carbonell, the secretary of the interior in the Porto Rican cabinet, has submitted to Dr. W. T. Harris, United States commissioner of education, some figures on Porto Rico's school system. He says that more than three-fourths of the children between the ages of six and nine years do not attend school. This means that about 98,000 children between these ages, are not in school.

With the exception of Mayaguez, a city of some 20,000 inhabitants, there are no public schools on the island. The cities or towns hire a house for a class-room, and give the other rooms to the teacher, rent free. School sessions are held every day except Sunday, from eight to eleven in the morning and from one to four in the afternoon. The studies are the three R's with grammar, history, and geography.

Dr. Carbonell is a progressive man, and has for years wanted to see the United States school system introduced in the island. He probably will soon see his cherished ideas in this matter carried out.

The Educational Outlook.

Ex-President Cleveland has given a hundred acres of land at Princeton, N. J., to John Henry Vroom, to be used in connection with a farm school for boys. The land is to be divided into four farms, and these into acre plots for cultivation by individual boys, who are to receive a portion of the profits from produce raised. Letters of application have been received from boys in all parts of the country.

For the first time in the history of the country, a woman has received the degree of doctor in a Prussian university. Miss Elsa Neuman is the name of the woman who has won this distinction, which was given her in the presence of representatives of the Prussian minister of education, rectors of the faculties, many professors, and a large number of students who filled the large hall of the Berlin Frederic-William university to overflowing.

BUFFALO, N. Y.—The Buffalo teachers and pupils have given \$8,000 to the Pan-American exposition to be held in this city.

The recent dedication of Fisk hall at Northwestern university is another step in the progress of secondary education. The academy was started about fifty years ago, and has become a flourishing institution with 500 students. The new building, costing \$75,000, was given by Mr. William Deering, of Chicago, and was named in honor of Dr. Herbert F. Fisk, the principal.

ALBANY, N. Y.—When the inspectors of the State university met last October, to revise the gradings of the New York secondary schools, 114 were reported deficient. The fact that in seventy-three of these schools all deficiencies have been made good since that date shows the readiness with which the various boards of education and principals co-operate in increasing the facilities for secondary education.

Letters to Foreign Lands.

Kansas City, Mo.—The school children of this city have recently been writing letters to pupils of schools in foreign countries. It is the plan of those in charge of the matter to start a correspondence that will be continued by each succeeding generation of children as they enter the public schools. The idea is to arouse a deeper interest in foreign lands and people. The following letter, written by a little girl in one of the lower grades, was sent to Londonderry, Ireland:

My Dear Unknown Friend: Acting upon the suggestion of Mr. J. M. Greenwood, superintendent of the public schools of this city, to write to some foreign country speaking English, our teacher, Miss Clara Banta, has selected your city for us to write to.

As we are writing to you, I suppose you would like to know about our city and schools. To begin with, our city has a population of about 200,000 inhabitants. It is situated at the junction of the Missouri and Kansas rivers. Railroads enter the city from every direction. It has many parks and boulevards beautifully decorated with trees, flowers, and shrubs. It has many fine buildings and churches, and has the second largest stock yards in the world.

We have forty public schools—thirty for the white children, seven for the colored children, and three high schools—two for the white and one for the colored children.

I suppose our daily life in school is nothing like yours. Our school has about 500 pupils. We go to school six hours a day.

We are reading English history, and it told about your city and the famous siege of it by King James' army in 1689. It told how the tide came in from the ocean and up the river to your city. I would like very much to know how it comes; we, living so far from the ocean, know nothing about it only what we read.

There are many other interesting things that I have read about your city I would like to know. I hope that when you answer this letter you will tell me all about your city and schools.

Hoping to receive an answer soon, I am yours truly,

FRANCES WELSH.

Benton School, Kansas City, Mo., United States of America.

A Washington Centennial.

Mr. G. Grosvenor Dawe, of the *Cosmopolitan*, whose "Present Day Thoughts" have found such a welcome audience thru country weeklies, suggests that the year 1899 be regarded as a "Washington year." He would have part of the year devoted to a closer study of the plans and hopes and fears of him who did so much in the founding of the republic. Washington has two anniversaries this year—February 22, the anniversary of his birth, and December 14, the centennial of his death. No more fitting time could be found, then, to learn and teach the lessons of his life.

Some Wiesbaden Schools.

In Wiesbaden, Germany, is a public school system some features of which might well be studied by our American school boards. Each school has two bath rooms, and the pupils are obliged to bathe once a week in winter and twice in summer, between three and four in the afternoon. One room has ten shower baths, with warm and cold water. Towels and soap are provided, or may be furnished by the pupils. After the bath the pupils go to the gymnasium for exercise.

A free breakfast in the morning is one of the features of the schools. Cooking is taught the girls, as well as sewing and other branches of housework.

The Subject of Pensions in Boston.

BOSTON, MASS.—The proposed pension law now before the legislature is the chief topic in Boston's educational circles. The last dinner of the Massachusetts Schoolmasters' club, on February 11, was made the occasion of a long discussion of the pension bill.

Briefly, the bill provides that a pension fund shall be created by retaining the amount of \$3.00 a month from each teacher's salary. The city is to administer the fund, and superannuated or disabled teachers are to receive pensions from it, thirty years of work being requisite, unless disability occur, before a teacher can benefit by the pension system. If a teacher should resign before thirty years, he may receive back one-third of what he has paid in.

Pres. Bradbury, of the club, in opening the discussion of the bill, called attention to the conditions in New Zealand, where every man and woman of good moral character, who has attained the age of sixty-five and has been in the country twenty years, shall have a pension of about \$90 a year, if his income is not more than \$120. Pres. Bradbury said he had never been in favor of pensioning male teachers, because he thought that a man who had taught long enough to have a pension, and who had not provided himself against the need of one, should not have taught arithmetic or political economy. But the question of pensions for women is a different one. Their salary is almost niggardly, and even if they live with the utmost economy, they cannot save much.

Mr. Frank O. Carpenter, of the English high school, made an attack upon the scheme as a whole. He said he did not object to voluntary co-operation, but he believed that no law was needed for that. The most prominent teachers' benefit societies, tho well endowed, had failed. The proposed bill is a form of gambling, which has been forbidden insurance companies in the state. Mr. Carpenter said that the methods employed in getting teachers' signatures to the petition in favor of the bill were perilously near coercion, which statement created some sensation.

Pres. Eliot, of Harvard, then said: "I am not interested in this subject as a charity. Men and women are never drawn into a profession by the final prospect of charitable aid. The fundamental object of pensions is to make the life of public servants more attractive and honorable, and I am in favor of it. The profitable pension to pay is the long service pension, the pension we pay to judges. Our judges, or most of them, sacrificed money to enter their offices. Pensions for teachers are most important of all, because the future success of free institutions depends on the success of the work of the common school teachers."

The Alliance Francaise.

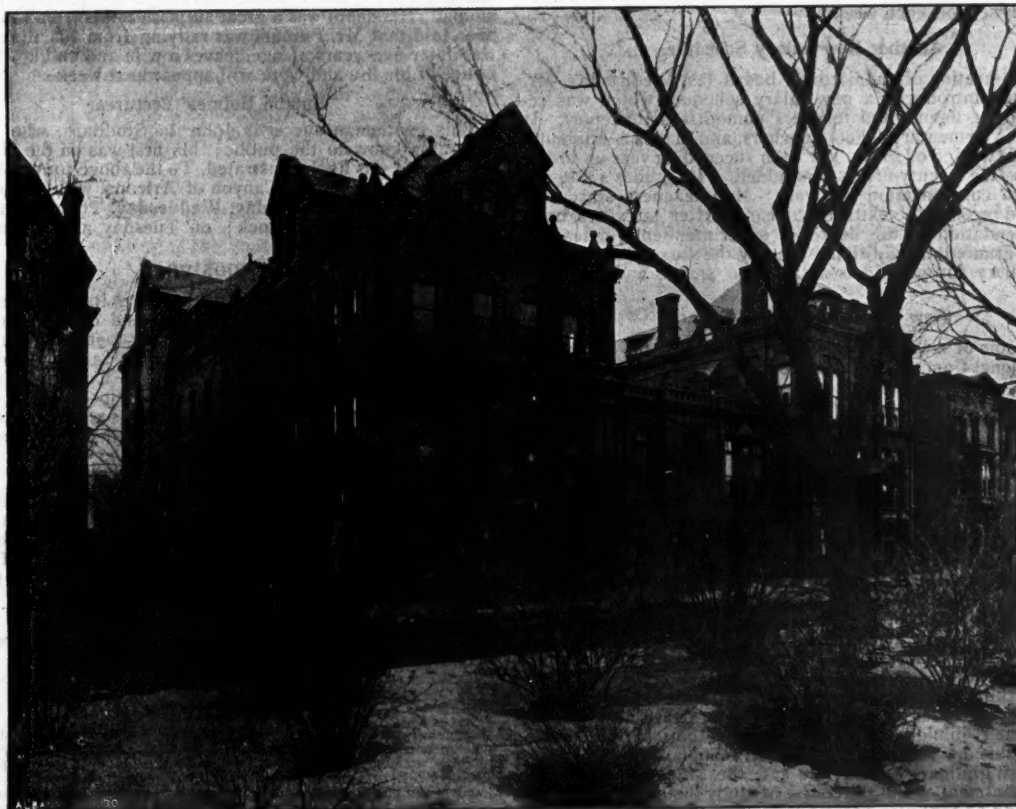
The annual meeting of the Alliance Francaise was held in Paris, January 4, in the amphitheater of the New Sorbonne, under the direction of M. Jules Cambon, ambassador of the French republic to the United States. The practical object of the alliance was explained as being the extension of the influence of the French language. M. René Doumie spoke on America and the French spirit, describing the efforts which have for several years been made in the United States to increase the prestige of the French language and literature. He dwelt at some length upon the qualities that constitute the peculiar excellence of the Latin languages—upon their clearness, their gift of generalization, their humanity—and asserted the permanent value of the kind of literary instruction based upon the study of the ancient languages, which has for three centuries prevailed in France. In especial he deplored the tendency that has been apparent since 1870 of running to the Germans and Anglo-Saxons for ideals and methods. Suggestions should, he said, be welcome from whatever quarter they come, but it is an essential condition of progress that the Latins remain faithful to their own. No people can profit by going directly counter to its tradition.

In connection with the work of this Alliance Francaise it is interesting to note the movement started recently by *Concordia*, an international magazine published in Paris and devoted to the interests of peace and international comity. Among its features is its Société d'Etudes Internationales, an association for promoting friendly correspondence among people of different nationalities. There is a special bureau of international correspondence, the function of which is to bring together those who, having similar tastes or similar occupations, can be of use to each other. Membership in the association costs eight francs a year, which fee includes subscription to *Concordia*. Each member is supposed to put himself into communication by correspondence with some other member and to aid in every possible way in the extension of the society.

The plan is said to be meeting with great favor, especially among the women of England and of the continent. There seem to be a large number of women, particularly among those living in country places, to whom an occasional letter from a foreign country and in a foreign tongue brings pleasure and profit.

There are in this country the following members of the international committee: C. C. Clarke, New Haven, Conn.; Mrs. A. M. Windram, Boston; Mr. Louis Windmüller, New York; Mr. Daniel A. Fearing, Newport, R. I.; Prof. A. Fortier, New Orleans.

From *Revue Universitaire* for Jan. 15 and *Concordia* for January.



State Normal College, Albany, N. Y., Dr. William J. Milne, President.

New York City.

The board of estimate has authorized an issue of bonds to the amount of \$7,673,640 for the purchase of sites and the erection of new buildings in the greater city. The appropriation is divided as follows: Manhattan-Bronx, \$4,083,640; Brooklyn, \$2,873,000; Queens, \$567,000; Richmond, \$150,000.

The Board's Finance Bill.

Of the deluge of school bills before the legislature the board has given its approval to but one. This was introduced last week by Senator Grady, and provides for amendments to the city charter giving the central board power to revise the estimates of expenses of the borough boards, and to reduce the estimates provided the reduction does not bring the amount below that given the preceding year. The bill also provides that the present system of apportionment, which was one of the causes of Brooklyn's now noted lawsuit, shall be done away with, and that each borough shall receive just what the board of estimate gives it.

The State School Money.

It looks as if the board of education would not succeed in its attempt to get control of the school money given to the city by the state. Hitherto, this money, which amounts to \$1,219,000, has gone into the city treasury, on the ground that the board of estimate's appropriation covered that amount. But the board of education interpreted the charter otherwise, and tried this year to get the money. The corporation counsel has just decided that the board cannot have it.

Manhattan-Bronx.

Manhattan-Bronx will use the \$4,083,640 given by the board of estimate for buildings, as follows: New school-houses will be built on the blocks bounded by First and Second avenues, 104th and 105th streets; Fifth and Lenox avenues and 111th and 112th streets; Fifth and Madison avenues and 103rd and 104th streets; each of these three to cost about \$360,000; on the block bounded by First and Second avenues and 108th and 109th streets, cost \$143,000; corner of Market and Monroe streets, \$317,360; at 216 to 234 East 126th street, \$324,450; on the block bounded by Seventh and Eighth avenues and 133rd and 134th streets, to \$364,480; on Attorney street, \$187,800; at Amethyst avenue and Victor street, \$120,150; at Second and Third avenues, 99th and 100th streets, \$364,480; at 163rd street and Grant avenue, \$336,450; on 156th street between Amsterdam and St. Nicholas avenues, \$112,160; at Hubert and Collister streets, \$193,931. These buildings will add 804 class-rooms and 36,495 seats to the city's school accommodations. All the school architects are working overtime, getting the plans for the new buildings into shape. It is intended to let two contracts for schools each week.

Another New Salary Schedule.

At the meeting of the borough board last Wednesday, Mr. Livingston introduced a new salary schedule, which was referred to the finance and teachers' committees for report. It applies to elementary school teachers, and makes a minimum salary for women of \$600. For each succeeding year up to and including the twenty-first, \$30 is added. In grades 4A to 7B, \$60 extra compensation is given. Men teachers start with \$900, and receive \$60 extra each year. After ten years, upon recommendation of the board of superintendents, a teacher may be granted an additional \$100 by the board. The maximum salary for women is thus made \$1,200, and for men, \$2,100.

New York Educational Council.

The topic of the regular monthly meeting of the New York Educational Council, held at New York university last Saturday was "Practical Child Study; Aims, Methods, and Results." Supt. F. E. Spaulding, of Passaic, N. J., was in charge of the discussion, and gave a brief description of the work along this line in Passaic. He said that the mothers' meetings were accomplishing much; that the eye and ear tests gave valuable data; that some of the kindergarten teachers were making notes on pupils, tho the chief general study had been the series of topics given to children for training in self-expression.

Supt. Spaulding was followed by two of his teachers, Miss Eva T. Seabrook, who read a paper on "Children's Interests in Reading," and Miss Emma L. Gifford, who gave an excellent paper on "Children's Ideas of Beauty." These papers were illustrated by charts, and contained most valuable child study data. Both will be given later in THE SCHOOL JOURNAL.

Prin. L. E. Rowley, of East Orange, N. J., gave an informal talk on "Youth Study in the High School." He told of his own work in this line; how he started out to know the pupils that were to enter the high school, to find out their habits of work, their opinions of the school, and their outside duties. To do this, he visited the grammar schools, and spent a day with each graduating class; he saw the fathers and mothers, by appointment, about the course of study their children should take; and he sent blank forms to the principals to be filled out with the data of each pupil.

Schoolmasters' Association.

The mailing list of the New York Schoolmasters' Association has assumed such proportions that the officers have been compelled to send out notices requesting those who wish to receive the monthly notices to notify them of the fact. The meetings are held on the second Saturday of each month from October to April at 10:30 A. M., at the Brearley school, 17 West 44th street.

Men in New York and the vicinity engaged in the work of secondary education for colleges or scientific schools may become members of the association by vote of the executive committee and the payment of three dollars. Men tutoring in secondary branches are eligible to membership. Principals, superintendents, inspectors of academies, and others similarly occupied, tho not actively engaged in teaching, are eligible to membership, provided their duties lie in the field of secondary work. Theodore C. Mitchell, 133 West 48th street, Manhattan, is the secretary.

Children's Gardens.

At the January meeting of the Kraus Alumni Kindergarten Association, Miss Jennie B. Merrill, in a talk on "Children's Gardens," made a very earnest plea for this branch of the kindergarten work. She said that in this country the garden seemed to have been forgotten and the children were really brought very little in touch with nature, so as to enjoy the benefits derived from outdoor work. Extracts from letters of people already trying to arouse interest in this work, showed how in various cities, back-yards or other plots of ground had been turned into miniature gardens in which both vegetables and flowers were planted and cared for entirely by the children. Already some advance in this line has been made in several cities and in every case the delight of the children is unbounded. It was the heartfelt wish of the speaker that all should see the helpfulness of these nature studies, and so aid in furthering this cause.

Free Lecture Course.

A course of free lectures on practical design, by Mrs. Florence E. Cory, began Monday evening, February 20, in the building of the school of industrial art, 199 West 23rd street. The lectures are to be continued Monday evenings thru Lent. They deal with practical applied design exclusively; embracing the technicalities of designing for carpets, draperies, book-covers, oil-cloths, silks, brocades, dress-goods, wall papers, and all printed and woven goods.

Art students, both men and women, and all who are interested in the subject of design practically applied, and handled exactly as it is in the design rooms of factories, are welcome.

Death of Mr. Putnam.

Mr. Putnam of the Potter & Putnam Company, died suddenly last Tuesday, of heart failure following a severe attack of pneumonia. His death was a great surprise to his friends, who had been told that Mr. Putnam was rallying from his illness. He was forty-five years of age, leaves a wife and child. A longer notice of his life and work will appear next week.

Burton Holmes' Lectures.

This gentleman succeeds John L. Stoddard, who was so favorably known to the public; his first was on the Hawaiian islands and was finely illustrated. To the above topic, Morocco, Greece, and the Grand Canyon of Arizona, will be added—all at Daly's theater on Monday, Wednesday, Thursday, and Saturday mornings at 11 o'clock; on Tuesday and Friday afternoons at 3 o'clock.

Brooklyn.

The Brooklyn Teachers' Association at its last meeting appointed a committee to go to Albany and oppose the school bills at the senate committee's hearing last Thursday. The committee was headed by Supt. John H. Haaren, president of the association, Dr. W. B. Gunnison, of Erasmus Hall high school, and Prin. Charles O. Dewey, of No. 94. The opinion of the association was that the bills were prejudicial to the interests of Brooklyn teachers because of their centralizing tendencies.

Free Lectures for Teachers.

Last Saturday was given the first of a series of lectures by Prof. W. H. Goodyear, in the new museum building of the Institute of Arts and Sciences, on the general subject of the "History of Civilization and the Geography of History." They will be arranged with special reference to the needs of the teachers and the schools.

A good friend of teachers in the spring is Hood's Sarsaparilla because it cures all humors and tones the up system.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street New York.

The Workingmen's School.

By BORIS D. BOGEN.

The population of the east side of N.Y. city consists largely of Russian Jews. While adapting themselves to this country very rapidly, there are a large portion of them speaking jargon only and retaining their peculiar mode of life. About ten jargon papers are issued in this part of the city, there are two Jewish theaters and a number of societies pursuing different purposes of a political, charitable, and educational nature.

DECREASE IN INTEREST.

The evening schools for foreigners established by the board of education attract many young men and women eager to learn English, but toward the end of the year the number of pupils decreases to a very great extent and the attendance is far from regular.

The same can be said in relation to the Hebrew institute designed mainly for the benefit of the Russian Jews. Notwithstanding the great efforts of the authorities of this institution to give pupils opportunity to learn different subjects and the influences exerted thru different channels, there remains a class of people which the institute is unable to reach, the workingmen of the east side who make up one-third of the entire population of the district.

A SCHOOL OF THEIR OWN.

Not availing themselves of the opportunity presented by the board of education, the Hebrew institute and other educational societies the east side workingmen last year decided to have their own educational institution. A society was formed with the purpose of establishing an East Side workingmen's school. By raising subscriptions among workingmen mostly and by arranging a theatrical performance, a sufficient sum of money was collected to lay a foundation for the so-called *Arbeiter Bildung Schule*. A few professional men of broad education have volunteered to teach gratis. At present the staff of teachers consists of four physicians (two ladies among them) and two graduates of American universities. The school is situated on the ground floor at 42 Suffolk street, and occupies two large rooms.

The equipment of the school is very poor. The furniture consists of a number of chairs with small boards attached to the back, forming a kind of desk for the purpose of writing and reading. The tuition fee is five cents a week, and this partly pays the expenses, the rest being made up by subscription and entertainments, given two or three times a year.

PUPILS TAUGHT IN JARGON.

The course of study of the school includes physics, physiology, history, political economy, and sociology. The subjects are taught in jargon but the demand for English is very great and special classes for its study are in session every Wednesday and Friday. The methods of teaching English to foreigners are here quite different from those practiced at the regular evening schools. Reading is taught by the sound method chiefly. Most of the time is devoted to conversation and in the advanced class discussions are frequent.

The attendance is very large and the number of applicants is more than the school can accommodate. BORIS BOGEN.

Hebrew Technical Institute, New York City.

A Beautiful Prayer.

At the annual meeting of the Sons of the American Revolution in New York Feb. 19, the following prayer, sanctioned by Bishop Potter, was offered. It is suitable to be offered at all gatherings that desire to keep alive the name of Washington.

A SPECIAL THANKSGIVING.

O God, by whom the whole world is governed and preserved, we give Thee hearty thanks for the privilege of commemorating in Thy Holy Temple, with Praise and Thanksgiving, the Birth of Thy servant, GEORGE WASHINGTON, whose name Thou madest, thruout the world, a synonym for all that is best in human character and achievement.

We thank Thee that, having endowed him with every needed qualification of mind and heart and person, Thou didst especially train him for the great work which, in thy far-seeing Providence, he was destined to perform; even the deliverance of this land from political oppression; and the founding of an Empire which now stretches from sea to sea; and exercises a potent, and ever increasing, influence upon the nations of the earth.

We thank Thee that Thou didst cover his head in the day of battle; and protect him from the pestilence that walketh in darkness, and the sickness that destroyeth in the noonday; that no weapon formed against him, was permitted to prosper; and that he was carried unscathed thru innumerable dangers, to become the first Ruler of the people he had saved; and securely lay the foundations of our national Government.

We thank Thee that in his Administration of our civil affairs, he set an example of wisdom; prudence; incorruptible integrity; and forgetfulness of self, in his love for his country; and loyalty to his conscience, and his God: And we earnestly pray that his pure example at the beginning of our national life, may be more faithfully followed in the future than in the past; thru Jesus Christ our Lord. Amen.

A collect for the Sons of the Revolution.

Pedagogical Notes.

BUFFALO, N. Y.—Supt. Emerson does not believe in too many holidays for the children of the public schools. He received many requests to close the schools on Lincoln's birthday, which he denied. He pointed out that the school year is supposed to consist of forty weeks, or 200 days, but that the frequent holidays make constant inroad upon this. Two days are lost at Thanksgiving, two at New Year's, one Lincoln's birthday, one Washington's birthday, and one Decoration day. Supt. Emerson says that experience shows that one holiday means two for many pupils. He believes that there is no poorer way to celebrate a national holiday than by closing the schools. The time is thus lost, whereas, if the school held its sessions, some time could be devoted to teaching pupils the significance of the day.

A Retirement Fund Concert.

A concert is soon to be given in aid of the teachers' retirement fund, and over 700 children will take part. A novel feature of the entertainment will be the "Cradle Songs of Many Nations." Sixteen cradle songs have been collected, including American, Scotch, Irish, German, French, Negro, Indian, Swedish, Norwegian, Japanese, Italian, Bohemian, and Russian, which will be sung by children dressed in the costumes of the various nations. Each song will be sung by a group of twenty children, and after each group has sung, a grand international chorus will be formed.

English at Masten Park High School.

Prin. Fosdick, of the Masten Park high school, thus describes the work in English at the school:

"In our advanced English and rhetoric classes something more than simple technicalities is expected. Much attention is paid to the beauties in thought and expression of our best writers. Our work in composition is not confined to the writing of essays upon assigned or chosen topics, nor to the mere reproduction of selections previously read, but takes on more of the character of regular class work. Once each week every pupil reports to the composition teacher, listens to explanations about certain books, how to read them intelligently, writes business letters or those of friendship, is taught the principles of punctuation and paragraphing, and finally, is initiated into regular essay work.

Announcements of Meetings.

March 31 and April 1, '99.—North Central Association of Colleges and Preparatory Schools, at Chicago. Secretary C. A. Waldo, Purdue university, LaFayette, Ind.

April, '99.—Commission of Colleges of New England at Boston. Secretary, William Carey Poland, Brown university, Providence, R. I.

April 18.—National Academy of Sciences, at Washington. Sec'y, Ira Remsen, Johns Hopkins university, Baltimore, Md.

April.—North Central Association of Colleges and Preparatory Schools, at Chicago. Sec'y, C. A. Waldo, Purdue university, Lafayette, Ind.

June 26-28, '99.—New York State University Convocation at Albany. Secretary, Melvil Dewey, Albany.

July 5-7, '99.—New York State Teachers' Association, at Utica. Secretary, Benjamin Veit, 173 East 95th street, New York city.

July 9-11.—National Council of Education, at Los Angeles, Cal. Sec'y, Bettie A. Dutton, Cleveland, O.

July 11-15.—National Educational Association, Los Angeles, Cal. Pres., Dr. E. Oram Lyte, Millersville, Pa.; Sec'y, Irwin Shepard, Winona, Minn.

Aug. 19, '99.—American Association for the Advancement of Science, at Columbus, O. Secretary, L. O. Howard, Cosmos club, Washington, D. C.

Aug. 19.—Geological Society of America, at New York. Secretary, H. L. Fairchild, University of Rochester, Rochester, N. Y.

New York State Educational Meetings.

April 4.—Ontario County Teachers' Association, 2nd Dist., at Canandaigua. Sec'y, A. T. Rinker, Victor.

April.—Erie County Teachers' Association, at Buffalo Normal School. Sec'y, W. Pierce, Colden.

April 28-29.—Erie County Teachers' Association, 1st Dist., at Canandaigua. Sec'y, A. T. Rinker, Victor.

April.—Erie County Union Association, at the Buffalo Normal School. Sec'y, W. Pierce, Colden.

April 28-29.—Erie County Teachers' Association, 1st Dist., at Williamsville. Sec'y, Mary A. Nolan, Akron.

May 20.—Otsego County Teachers' Association, 2nd Com. Dist., at Unadilla. Sec'y, Caroline D. Hurlburt, Oneonta.

May 20.—Oneida County Teachers' Association, 1st Dist., at Utica. Sec'y, L. C. Waulf, New York Mills.

May.—Northern Alleghany Teachers' Association, at Belfast. Sec'y, Mary E. Crowlay, Fillmore.

Oct.—Jefferson County Teachers' Association, at Theresa. Sec'y, L. L. Allen, Watertown.

Home Geography.

By W. M. DAVIS, Harvard University.

The study of home geography does not find its chief recommendation in the local information that it provides, but rather in the aid that it furnishes thru local examples to the general study of geography, by giving full meaning and reality to geographical fact and relationships the world over. The reason for this is that geography as a whole is hardly more than a compilation of innumerable local or home geographies. However the home geographies of different places may vary, the distant ones can always be better appreciated if the local one is consciously observed and understood as a member of the class to which it belongs.

The Soul of Geography.

There are certain important principles that the teacher should bear in mind during the progress of local study. Geography teaches us about the way that people live on the earth—this being a rough conversational definition of this subject, sufficing to embody in elementary form "the study of the earth in relation to man." Geography is therefore concerned with two classes of facts and with the relations in which the two classes stand. The first class embraces all necessary facts about the inorganic earth—land, water, air—and about plants and animals considered as the non-human inhabitants of the earth; the second includes the necessary facts as to the manner of man's living, from the savage to the civilized state, from wandering nomads to fixed populations, from the thieving of warfare to the competition of trade. It is only as the facts that constitute these two classes come to be understood that their relationships can be studied; and this matter of relationship then becomes the very soul of geography. The items of geographical text-books are then not merely so many absolute, empirical statements; they are examples of the relationship established in a certain region between man and his natural environment.

Actual examples of geographical facts and relationships are to be seen on every hand. No teacher need be entirely dependent upon a text-book. When geographical facts are taught from text-book alone they are bereft of their natural foundation and fail to develop that interest in the child that should be aroused and that can be aroused if geography is based on personal observation.

Out-of-Door Lessons.

A few suggestions follow as to what can be done in this way in an excursion covering a hill and a valley with a brook or river. In such an excursion are included many facts that deserve observational study thru a large educational range, from elementary grades to the university. At first, a simple statement of directly observed facts suffices. But very soon, the nature of the facts will be better appreciated if their fuller meaning, their physiographic life is pointed out. Thus a brook comes to be recognized as a stream of water, fed directly or indirectly by rainfall, and bearing the waste of the land towards the sea. The soil on the valley slopes is rock-waste, a result of weathering and not yet washed away. The continuation of the activities that are associated with and may be studied near the brook must produce certain slow changes in the form of the valley; and it is by the long continuation of such activities in the past that the present form of the valley has been produced. With progressive weathering and washing on the two slopes of a hill, it must in time dwindle away and the same processes, acting thru the past, have carved the hill into its existing form. Thus not only the facts, but the nature and meaning of the facts become clear and vivid.

Coast Lines.

The features of a coast line may be treated in the same way. A part of the line may be traced and its peculiarities noted; thus the simple facts become clear. But very soon, the coast line should be treated in its true physiographic relations. It is the line where the sea borders on the land; and this line has been determined, in the first

place, by such elevation or depression as the land has at last suffered, whereby the waters came to lie upon it at a certain level, thus giving the initial shore line a certain form; second, by the activities of rivers and of the sea-waves, tides, currents—which have brought about certain changes whereby the initial shore line has become the actual shore line. The ease or difficulty of understanding the present shore form is partly determined by the nature of the local example studied, but more largely by the knowledge or the lack of it on part of the teacher.

The Weather.

The phenomena of the weather serve admirably to develop the habit of observation, yielding a large return in facts of importance, many of which are susceptible of simple explanation, and thus it is not to the rivers and ocean alone that we must turn for observational study of geographic facts. The geographical portion of the study of animals and plants also presents interesting examples of similar healthful exercises in geography, but the limits of space forbid their consideration at this time.

It will be noticed that in the paragraphs dealing with rivers and coast lines, something of explanation is introduced. This I hold to strongly, as introducing the rational element into geography, and thus invoking the understanding to aid the memory. It is not merely for the sake of knowing how hills and valleys are made that the problem of weathering and washing is discussed; it is discussed because the facts concerning the hills and valleys of to-day, at home and abroad, can be much better appreciated if one understands how the hills and valleys have originated. There can be no question of the truth of this principle; hence I would urge on every teacher the importance of not only leading pupils to observe accessible facts, but of leading them quickly and easily to perceive the meaning of the facts observed. And with this brief consideration of the first class of geographical facts, let us turn to the second.

Village Life.

A village is an admirable subject for observation of human conditions. Notice the increasing closeness of the houses towards the center, around the stores and offices; note the larger open spaces about the border of the village. See how the roads converge towards it from the surrounding country. Consider the traffic on the roads, inward and outward. All of this should be taken, not merely as local fact, but as an example of a way in which some of the people of a certain country in the world live. After direct observation, comes simple explanation. The post-office is near the center of the village, because it there best serves general convenience. A single road leads out for a mile and then forks into two; because it is cheaper to reach two districts in this way than by two independent roads. Some of the villagers work in shops, others are employed in a bank, or at a railroad station; thus diversity of occupation is first observed, then accounted for. The growth of the village may be explained, story-fashion. Then, like the hill, it is seen to have a life-history.

In the City Schools.

It is sometimes said that in the schools of large cities, observational study is impossible; but this is a serious mistake. It arises from the failure to perceive that a city belongs in one of the most important sub-classes of geographical facts. Consider, for example, what may be seen on a single street. It is paved and curbed; it is lighted, watered, and drained; houses are built closely along it, and they vary in size, construction, and use. Remark the activities of the street; the varying stream of people, passing this way and that, crowding the sidewalks at certain hours, deserting them at others. Observe the traffic in wagons, the passengers in cars. Here is fact in abundance. This all exhibits the way in which people live at certain places, called cities, where for some reason many thousands are crowded on a small area. Why are they thus crowded? Why are some cities or villages

larger or smaller than others? Is this particular city larger now than it used to be? Thru these observations and questions, the human element of geographical study is prominently brought forward, as it should be.

Learning by Comparison.

It is not only thru the principle of likeness that home facts are useful in describing distant facts; the principal contrast is no less helpful and important. The children of a city school may learn not only about other cities by comparison, but they may learn about smaller gatherings of population, as in villages; they may even expand their parks into a useful understanding of fields and forests by playing variations on dimensions. An excursion over a hill or across a valley may be extended to a great variety of lessons, about mountains and plains, large rivers and small, fertile regions and deserts. A winter cold snap illustrates the climate of the frigid zone; a summer hot spell exemplifies that of the torrid zone. A drought serves as a sample of an arid climate; a period of heavy rain introduces stories of the excessive rainfall of the equatorial belt.

Not too Formal.

In all this extension of the local to the remote, I would urge teachers not to be too logical. Some hesitate to mention Africa until Africa has been "studied." This is too formal. Surely, no good narrator would, before telling a story to children out of school, ask if they had studied about the continent where the story is located; he might, however, wisely select for his scene an unstudied region, and thus make way for it. Here, as in certain other cases, the teacher may often in school imitate to advantage the informal methods that prevail out of school.

Study of Relationships.

Finally, as more and more individual examples of the two fundamental classes of geographical facts accumulate, bring them into their relation. The site of a village has meaning in it; it is a consequence of some natural factors of form, or group of forms. In one case a village lies on an upland so as to be away from the steep-sided, narrow ravines that dissect a plateau; in another a village lies on a valley floor, because the hills are too high and too isolated to serve as convenient centers of population. Certain parts of a coast line are very thinly inhabited; these generally offer poor opportunity of embarking or coming ashore. Between many miles of such coast a natural harbor may determine the location of a large city. Roads and railroads, fields and forests, farming and manufacturing all respond to geographical environment. From beginning to end, from the simplest and most apparent examples of relationships ready at hand for every teacher, to those most involved examples which the professional geographer is trying to clear up, the relation of man to the earth is a most alluring study. The attentive cultivation of home geography, taking advantage of the many examples of the two classes of geographical facts that are spread about us, affords a natural, observational, rational basis on which the larger aspects of the study may be securely founded.

From the *American Journal*.



Little Maids from School.

Children and Art.

By T. G. STEWARD, Chaplain, U. S. A., Ft. Logan.

Many good people fail to note the ability of children to see things for themselves; and waste much precious time in showing, and explaining what the average child takes in at a glance. The child also makes hasty judgments from the standpoint of aesthetics. He pronounces a thing ugly or pretty immediately, having full confidence in his own standard, and with no attempt of consulting the opinions and tastes of others. He is just as positive that the picture is ugly; that it does not look like the person it is intended to represent, as he is that two and two are four; and is likely to express his conclusions with shocking honesty.

A few days ago I received a picture of a group of sixteen soldiers one of whom was my son. A lady and a little girl, both strangers, being present, I exhibited the picture to them and asked the lady to pick out my son. She made two or three attempts and failed. I then showed it to the little girl who first made a study of my face and then looking at the group placed her finger unerringly upon the picture of my son, and would not move it. She was positive.

The Artificial Undesirable.

The early tastes of children seem to be quite correct because in harmony with nature correctly seen. Until they have been biased by being shown things under the guidance of others, and have been influenced by the prejudices of their particular circle, their minds are entirely free to receive the lessons of true art. The first lessons in art should begin as soon as the child begins to note things; and these lessons should be nothing more than taking the child where he may see the beautiful things of nature. I do not think artificially arranged parks, where one sees denuded dogs and maimed horses, man-made trees, and conventionalized flowers, the best places to lay the foundation of the artist. The ideals formed thus early in life are incorrect, and are liable to prejudice all future work. The art work should begin in God's world as nearly as possible. The wild birds, and the good old spreading trees; the brook following its wanted pathway; the hare and the deer; the domestic animals in their proper habitat; these are the objects whose impressions should be allowed to form the base of art life.

Early Work.

Drawing should not begin so early, and should be allowed to grow up with the child. His early work should be mere outlining and should never be the servile copying of dead pictures. I well remember when to make pictures in school of any sort, on slate or paper, was a serious offence for which the young artist would be punished; yet this is just what some children wish to do, and seem to have but little ability to do anything else.

The Boy.

I knew a boy who had this penchant whose father determined he should learn business, and actually hired him out to a business man. In that capacity he delivered many a lot of soap, starch, and flour to my house. Every day's work was a torture to him, and he finally became hopelessly sick. At a critical period of his illness his father tried to encourage him to hold on to life, and finally asked him if he did not wish to get well. His answer was: "If I cannot follow art, life is nothing to me." The father wisely yielded, and that young man has reflected glory upon his father and upon America as one of our talented painters. His foundation was laid in the real. All may not become artists in the same sense or to the same degree; but the majority of children will be benefited by allowing them to live more in the concrete world and not hurrying them off so soon into a world of words, ideas, and relations. Let the dear children dwell more with things, and receive the impressions and moldings these great schoolmasters can give them.

Sally's Key-Flower.

By ELIZABETH K. RISHEL.

"There she is, the girl who will make your life a burden this year," said my companion. I looked in the direction her eyes indicated as a tall girl of seventeen crossed the street, giving a defiant toss of her head as she saw us.

The superintendent told me that she had been in this school all her school life and that every teacher dreaded her. She was disobedient in the home life, as well, and her mother came often to the superintendent, begging him, in tears, for assistance. But she set herself squarely against all influences. Her father wished her to be educated, tho she disliked school and books, and, big girl as she was, he often whipped her to "make her learn." After which she was more stubborn and ill-willed than before.

They were not a promising class. There were a few bright, young pupils, but they were chiefly "left overs," fifty-two in all (and others to enter), in that grammar room of two grades next to the high school.

The Notorious Pupil.

And Sally Bliss was there! I saw her enter, last in line, defiance in every line of her face and figure.

One other remark of her teacher's I then recalled: "The most difficult thing about managing her is that the best pupils like her and stand by her. She has a strange influence over them."

"Then she is a leader," I thought; and she looked it. With a quick glance I noticed her peculiar type of complexion—jet black hair, a pale skin, and great violet eyes that seemed to show a spirit that had aspirations, for which her teachers had given her no credit.

Days came and went, and deeper and deeper the predicted "thorn" entered my spirit. She was often absent, far, far behind in her studies, wholly disrespectful, and as nearly insubordinate as a pupil of mine dared to be.

Weeks passed. Every other pupil was in good working spirit, but Sally waxed bold and strong in idle, evil ways, and if I did not avoid an issue with her, I certainly did not seek one, for I feared the outcome. Occasionally there came a day when a mysterious change swept over her. She would enter the room, haughty, defiant, glance at me, and then suddenly her whole attitude would change. The violet eyes softened, the lines of the mouth grew tender, and she worked diligently all day, glancing often at me. What caused the change? Not the dress nor the flowers I wore; for they had no good effect on other days, as I well remembered.

One night, after three months' of warfare, I determined to tell the superintendent that I was a failure so far as Sally was concerned, and that I would resign. I knew he would laugh and tell me I was tired. Yet I knew that in the fresh courage of a new day I would not resign. I would again renew my quest for her better self and expect to be rewarded in finding it.

The Key Discovered.

In the small hours of the night I started from a troubled dream in which Sally, dancing about me, had held me her prisoner. Suddenly came the almost audible thought, "The little violet brooch." True, I had a violet brooch, but what did that signify? "I wonder if—yes, one day—can it be—I do believe it is"—and I drifted into slumber again in which I gathered violets and formed of them a barricade, while Sally stood helpless.

I went very early to school that morning and I wore the violet brooch. It was a gift from a friend, no larger than a common wood-violet, and nearly perfect in form and coloring, even to the queer, little curved stem.

Half impatiently I waited for the bells. Would she come? Yes, at the end of the line she appeared, and flounced into her seat, as was her wont. One quick glance at me and then that marvelous change. With tender violet eyes and lips that half smiled she bent to her work and the day passed serenely. The next day I wore the

brooch with similar result, then I left it off and her evil self ruled. Again I wore it and the girl was subdued.

Day by day I wore the brooch to give her a sustained period of good behavior, and fix in her habits of study. Once in a while I left it off to prevent familiarity with it from weakening its power. Slowly, slowly she climbed till she found she could do something, and I helped her all I thought it wise to do. She could behave, with that talisman in view, but lessons had lagged too long to be easy to learn. It was hard, slow work, but at the close of the winter term, four months from the time I found the key to her better self, she took home her first fairly good report of attendance, scholarship, and deportment.

With the early spring days came the violets in the strip of woodland. We gathered, studied, and pressed them. Sally was radiant. In place of the brooch, I then wore the dainty flowers. All the stories, legends, and poems that we could find, relating to violets, we read. Pencil and water color sketches were made until one bright girl declared: "We ought to be called the 'Violet Room' and adopt the flower as our crest."

We did all this by working under slight pressure, thus gaining a little time from study hours, and it helped the former laggards to be "diligent in business."

Again I stood waiting, as I had waited that September morning, for the line of fresh faces that never fail to inspire me. But that was the opening day of school and this was the closing, and my last day with them, for I was going to teach in another town.

Sally's Farewell.

A group of boys and girls stood saying good-bye. They withdrew and Sally suddenly appeared. Looking into space, she said abruptly: "I'm not going to say good-bye. It's not *right* for you to go away. I'm never going to school again, it's no use." Then looking me full in the face she said impressively: "But I am going to stay at home and help mother." And she was gone. I have not seen her since, but I have heard of her as a dutiful daughter in her home.

To a perplexed teacher I afterward related, among other experiences, this one with Sally.

With a look and tone of fine scorn, she exclaimed: "Nonsense! is that all you have to do? We are not to spend time that way. If these queer, ugly pupils cannot be *made* to do right they must leave our schools. Such practices are a sheer waste of time."

For the moment I bowed beneath the weight of days, weeks, and months, in which I had tried to help weak, twisted saplings grow strong and straight, and it was all "nonsense!" Was it?

Condensed from *School and Home Education*.



Waiting to Grow.

Little white snowdrop, just waking up,
Violet, daisy, and sweet buttercup!
Think of the flowers that are under the snow,
Waiting to grow!

And think what hosts of queer little seeds—
Of flowers and mosses, and ferns and weeds—
Are under the leaves and under the snow,
Waiting to grow!

Think of the roots getting ready to sprout,
Reaching their slender brown fingers about,
Under the ice and the leaves and the snow,
Waiting to grow!

Only a month or a few weeks more,
Will they have to wait behind that door;
Listen and watch, for they are below—
Waiting to grow!

Nothing so small, or hidden so well,
That God will not find it, and very soon tell
His sun where to shine, and his rain where to go,
To help them to grow!

—Skinner's *Arbor Day Manual*.

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|-----------------------------|----------------------------------|-----------------------|
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| 2 Jumping Rope | 7 Rolling the Hoop | 12 Training Pussy |
| 3 Leap Frog | 8 Blowing Soap bubbles | 13 What Do I Care |
| 4 Kite Flying | 9 On a Toboggan | 14 Fast Friends |
| 5 Skating | 10 Where am I? | 15 Dance, Little Baby |
| 16 Oh, How High! | 21 Saved From Drowning | |
| 17 Naughty Tab and Dash | 22 St. Bernard Dog and Boy | |
| 18 "My Pony Loves Sugar" | 23 Learning to Read | |
| 19 Can I Get Them? | 24 Who Broke the Window? | |
| 20 Mud Pies | 25 The Milkmaid | |
| 21 Wide Awake | 225 Kittens among the Flowers | |
| 22 Fast Asleep | 227 Little Red Riding Hood | |
| 23 Have You Been Bathing? | 231 The Secret | |
| 24 The Pet Squirrel | 232 Is it going to rain? | |
| 25 Learning to Walk | 233 Lord Fauntleroy | |
| 216 Girl with Parasol | 234 Girl with Chickens | |
| 236 Girl's Face | 235 Girl and Rabbits | |
| 237 Boy's Face | 246 Spinning Wheel | |
| 238 Boy playing Fife | 247 Locomotive | |
| 239 Chasing the Butterfly | 248 Harp | |
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| 212 Over the Garden Wall | 277 Playing with Kitty. | |
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| 99 The American Eagle | |
| 100 Goddess of Liberty | |
| 201 Ship of Columbus | |
| 312 The Mayflower | |
| 313 Charter Oak | |
| 346 Tomb of Gen. Grant | |
| 325 Ad. Dewey | 326 Ad. Sampson |
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| 328 Maj. Gen. Miles | |

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| 504 Mercator's Western Hemisphere | 512 Mexico | |
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| 525 Alabama | 533 Florida | 541 Kentucky | 549 Minnesota |
| 526 Arizona | 534 Georgia | 542 Louisiana | 550 Montana |
| 527 Arkansas | 535 Idaho | 543 Maine | 551 New Hamp. |
| 528 California | 536 Illinois | 544 Maryland | 552 N. Jersey |
| 529 Colorado | 537 Indiana | 545 Mass. | 553 N. Mexico |
| 530 Conn. | 538 Ind. Ter. | 546 Michigan | 554 New York |
| 531 Dakota | 539 Iowa | 547 Mississippi | 555 Nebraska |
| 532 Nevada | 540 Penn. | 548 Texas | 556 Wash. |
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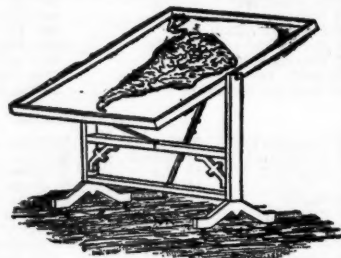
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Notes of New Books.

Historic Pilgrimages in New England are charmingly described by Edwin M. Bacon. The writer says that these pilgrimages were made by him in company with a high school boy from the West, who was deeply interested in American history and also in the places where his Pilgrim ancestors lived. Boston was made the starting point, trips being made from there to Cape Cod and Provincetown, Plymouth, Kingston, Duxbury, and Marshfield, Cape Ann and the North Shore, Salem, Peabody, and Danvers, Marblehead, Lexington and Concord, Bunker Hill, and Cambridge. For those who can make these pilgrimages, the book furnishes a guide which contains at least a trace of every tradition and tale from the landing of the Pilgrims to the beginning of the Revolution. For those who cannot see the places for themselves, the book gives a picture of their present condition and the historic associations in a way that is vivid and enjoyable. There are numerous illustrations reproducing famous landmarks, paintings and statues, many of which have been gathered from out-of-the-way sources and are consequently new to the general reader. (Silver, Burdett & Company, Boston, New York, Chicago. Price, \$1.50.)

A new *Plane and Solid Geometry* has recently been issued from the pen of James Howard Gore, Ph. D., professor of mathematics in Columbian university. The author states that he has eliminated from the treatise all propositions not of practical value or needed in the demonstration of such propositions. This leaves out about half of the matter usually included in textbooks on geometry. The demonstrations are clear and concise. The exercises following the demonstrations are selected with great care, as they are intended to be variations upon the theorem demonstrated, so that at least a portion of the required proof may be suggested. A large collection of exercises, formulas, and numerical examples is to be found at the end of the book. (Longmans, Green & Company, New York, London, and Bombay.)

He who glances at a bound volume of *St. Nicholas* is certain to have one of two thoughts arise. Either he wishes that such delightful things were written, drawn, and photographed for young people twenty, thirty, or forty years ago, as the case may be; or else he wishes that grown people could have a little more leisure time in which to read just what they pleased. At any rate the volume for 1898 is a treasure house of history, fiction of the very best class, and facts and fancies of all kinds thoroly suited to the needs and tastes of young people. It is useless to attempt to enumerate the good things: suffice it to say that the best writers and the best artists have had a share in making this Volume XXV. what it is. (The Century Company, New York.)

The bound volume, the thirty-fourth, new series, of the *Century Magazine* for 1898 has come from the press. The contents are familiar to all readers of the magazine so that further comment is unnecessary save to recall the timeliness, variety, and far-reaching interest of the articles and illustrations. The volume is well bound, with cover of brown and gilt. (The Century Company, New York.)

Most people enjoy pictures in a way, but how or why they do so they can neither explain to others nor understand themselves. There certainly is then a call for such a book as M. S. Emery's *How to Enjoy Pictures* which tells how to study pictures and what to praise or to criticize. A large number of well-known pictures by Italian, Dutch, Flemish, German, and Spanish painters are taken up in detail, so that one who reads the work with care, gains an insight into the subject which few ordinary teachers possess. It is printed on good paper and is profusely illustrated by reproductions of famous works of art. The last chapter is devoted to the pertinent subject of pictures in the school-room. It includes preparation of walls; framing and hanging; choice and estimate of pictures; study of masterpieces; pictures in the study of language, nature literature, mythology, geography, and history. (The Prang Educational Company, Boston, New York, Chicago.)

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Two Sizes: 50 cents and \$1.00.
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—J. H. Burge, Macon, Col., Jan. 13, 1899.

Interesting Notes.

Colonial Advisory Board.

The president has decided to establish a colonial board to act under the direction of the secretary of war. The duties of this board will be to receive and examine applications for franchises in Cuba and Porto Rico, and to assist the president and secretary of war in deciding questions that arise in connection with the civil administration of the islands.

Gas, Light, and Heating Combination.

The formation of big companies and trusts is going on to a larger extent than ever before. All the gas, light, and heating companies of Pittsburgh and Allegheny have consolidated with a capital of \$26,000,000.

Keely's Laboratory Investigated.

It will be remembered that John W. Keely, of Philadelphia, who died several weeks ago, claimed to run his motor by vibrating forces and other mysterious ways. Now his use of tuning forks and other means by which he claimed to start forces is apparently proved to have been a ruse to help humbug the public.

The laboratory in which he worked has been dismantled and thoroly examined. Under the floor was found a hollow sphere of steel, and running up thru the floor and partitions were strong tubes; connection appears to have been made by means of these tubes between the sphere and the machinery above. The power he used is believed to have been compressed air. If this be true there is nothing startling about his alleged discoveries, yet by his representations he secured immense amounts of money to perfect his so-called inventions.

Formation of Big Companies.

The movement for the formation of big stock companies and trusts has resulted in the organization in New York of a big company, of which William C. Whitney is the head. This company will furnish light, heat, and power, chiefly by means of electricity. A great syndicate has been organized, with a capital of \$100,000,000, to control copper mining from Lake Michigan to Montana. The steel and wire interests have been incorporated at Trenton, N. J., with a capital of \$100,000,000. Most of the bridge builders of the United States have combined, and there are combinations of granite ware makers, strawboard and paper box makers, etc. Some claim that this formation of big companies is the natural tendency of business as organized; others that it is an unhealthy sign and that the government ought to check it.

Reforms for Porto Rico.

At a recent cabinet meeting President McKinley signed a new tariff for Porto Rico to go into operation February 1. It will be similar to that recently given to Cuba, except that the rate of duty will be about ten per cent. less. All customs and taxes are to be paid in United States money or foreign gold coins. The value of the Spanish silver peso is fixed at sixty cents.

Petitions were presented asking for relief from the old Spanish laws and customs, a reduction of the army to 2,000 soldiers for the island, the formation of native militia, free trade with the United States, revision of the school and monetary systems, reduction of local taxation, and right of suffrage.

The president said in reply it was his intention that the natives of Porto Rico should enjoy the privileges now enjoyed by all Americans. He purposed that the Porto Ricans should learn self government gradually by apprenticeship.

Cable Connection with Germany.

A joint stock company is being organized in Cologne to lay a direct cable from Germany to the United States. It is claimed that a press campaign was carried



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In fifteen minutes' time, with only a cake of Ivory Soap and water, you can make in your own kitchen, a better cleansing paste than you can buy.

Ivory Soap Paste will take spots from clothing; and will clean carpets, rugs, kid gloves, slippers, patent, enamel, russet leather and canvas shoes, leather belts, painted wood-work and furniture. The special value of Ivory Soap in this form arises from the fact that it can be used with a damp sponge or cloth to cleanse many articles that cannot be washed because they will not stand the free application of water.

DIRECTIONS FOR MAKING.—To one pint of boiling water add one and one-half ounces of Ivory Soap cut into shavings, boil five minutes after the Soap is thoroughly dissolved. Remove from the fire, and cool in convenient dishes (not tin.) It will keep well in an air-tight glass jar.

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on against Germany last year, which caused much bitterness on both sides. By means of this cable Germany hopes, to a certain extent, to influence public opinion in the United States.

More Horses Out of Employment.

Everything points to the disuse of the horse for traction in cities in a few years. First came the cable roads which of course replaced a large number of horses. With in the past year or two the opening of trolley roads, with underground power, on the New York avenues has caused the discontinuance of the use of thousands of these animals. Electric hansom, surreys, delivery wagons, etc., have been used in a limited way, for some time in New York. Now Richard Croker, the Tammany chief, comes forward with the announcement that he has formed an auto-truck company; this will throw a lot more horses out of employment.

Thru Africa by Rail and Steamer.

A great deal has been said about the railroad across Africa from the Cape of Good Hope to the Mediterranean. Let us see what has been done so far. The distance, including the necessary variations from the direct line, will be about 6,000 miles. The road is already built and in operation from Cape Town to Bulawayo, a distance of 1,400 miles. The sections from Bulawayo to Umtali (460 miles) and thence to Tete (240 miles) on the Zambezi are already planned for, and 200 miles of the road will

be built in 1899. The distance from the Zambezi to Glentyre (60 miles) has been surveyed, and will be built immediately.

From there it is not far to the foot of Lake Nyassa on which steamboats can be used for perhaps 150 miles. The course of the road will then be from the head of Lake Nyassa to the foot of Lake Tanganyika, perhaps 200 miles. Over 400 miles will then be traveled on the lake. To the Uganda country will be another stretch of road, and still another one of 1,100 miles to Khartoum. Over most of the 1,350 miles from Khartoum to Cairo the road is already running. Taking the line as a whole, 3,000 miles of railroad will soon be built; there are 2,000 miles of navigable waters on the Nile and lakes, leaving only 1,000 miles of railroad to be planned and executed.

Pneumatic Mail Service.

The committee on post-offices and post roads of the house lately agreed to suppress the appropriation for the pneumatic mail service in use in New York, Philadelphia, and Boston. It is claimed that this was because the committee was misinformed as to the benefits of the system. In New York, for instance, mail is sent thru the tubes from the post-office to the Grand Central station, nearly four miles, in seven minutes; it takes a wagon forty minutes to cover the distance. This rapid delivery gives the down-town business man about an hour and a half longer each day in which to dispose of his correspondence.

THE SCHOOL JOURNAL

NEW-YORK-AND-CHICAGO.

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by
E. L. KELLOGG & CO.,
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Interesting Items.

The Metric System.

The contractors for a large amount of ironwork for bridge building in Norway recently placed their order for material in Antwerp, because they were not able to induce British manufacturers to supply the work on the basis of the metric system of measurements. About two-thirds of the people living under Christian governments use the metric system. It is much simpler than our system because of its use of decimals. Every one should be well enough acquainted with the metric system to use it, if necessary.

In this system the meter is the primary object of length: it is equal to one ten-millionth part of the distance from the equator to the pole, or 39.37 inches. Upon the meter are based the following primary units: the square meter, the are, the cubic meter, or

stere, the liter, and the gram. The square meter is the unit of measure for small surfaces and is, as will be seen, a little more than a square yard. The are is the unit of land measure: it is a square whose side is ten meters in length and contains 119.6 square yards. The cubic meter is the unit of volume. The liter is the unit of capacity; this is the capacity of a cube whose edge is one tenth of a meter in length, and is equal to .909 of a quart. The gram is the unit of weight; this is the weight of distilled water contained in a cube whose side is one one-hundredth of a meter, or 15.432 grains.

Use of Tenements as Factories.

Mrs. Frederick Nathan, of the Consumer's League of New York city, says that many so-called homes of the wage-earners of that city are unfit for habitation. These people are obliged not only to eat, sleep, and live in the same rooms, but are required to do factory work in them. Even children are obliged to work in these rooms from morning to night and hear the whirr of the sewing machine even in their sleep. The suggestion of Gov. Roosevelt that all buildings used as factories should be inspected and approved seems to meet this case.

Curious Inventions for the Deaf.

Many interesting inventions to enable deaf people to hear are recorded at the Washington patent office. One of these is a sort of pocket telephone, with a receiver that looks like a watch and can be held in the hand while the deaf person is listening. There are fans made of hard rubber and other materials, the edge of which is to be held between the teeth, and these are now very extensively used; for it is a fact that one can hear thru the teeth, the sound waves being conveyed thru the maxillary and temporal bones to the internal ear and the auditory nerve.

On the same principle is the working of metal plates of peculiar construction, which are placed inside the mouth. Also there are several kinds of artificial ear-drums, which are placed in the ear, as well as applications of the ear-trumpet principle to hats. One of these hats has a sound-receiving chamber in the brim, with which is connected a tube that leads to the ear of the wearer; another hat has a front of wire gauze which is the open end of a receiver, and in this instance likewise there is a rubber tube communicating with the ear.

Great Britain's Shipbuilding.

The immense lead Great Britain has attained as a commercial nation is shown by the following figures: The volume of tonnage launched from the ship-yards of the world during 1898 was the largest in the history of shipbuilding, being 2,210,169 tons. Britain's share was 1,674,685 tons, an increase upon 1897 of half a million tons, very nearly equaling four-fifths of the whole world's production of ships.

Decorated Railroad Coaches.

A French railroad company has painted the outside of its passenger coaches with poetic devices, or the images of stars, fishes, birds, etc., sketched large and in emphatic colors. The object is to enable the passenger who gets off for refreshments to recognize his carriage and class from amid the crowd and in the gathering dusk. He says to himself, "I'm the fish, the scales, the swallow," etc., and makes for his own place.

Higher Education in Ireland.

Mr. Balfour has adopted a plan which may settle the question of higher education in Ireland. The proposal is to establish two open universities, one in the south, at Dublin, which would attract Catholics, the other in the north at Belfast, to attract Protestants. Each would have its teaching or internal, and examining or external, side, and be equally endowed by the government, altho theological teaching in itself is not endowed.

John Morley Retires from Politics.

John Morley, Liberal member of parliament for Montrose Burghs, recently announced that he would retire from active work in that party because he was opposed to the prevailing spirit of jingoism and imperialism. This he declared was opposed to the lessons of Mr. Gladstone, injurious to England's material prosperity, to the national character, and to the strength and safety of the imperial state. He believes that the prevailing spirit of imperialism must inevitably bring militarism, a gigantic daily growing expenditure, increased power to aristocrats and privileged classes, and war.

Mr. Morley has been in politics since 1869. He now proposes to devote his time to writing a biography of Gladstone.

Government of the Soudan.

For administrative purposes the Soudan, of which territory Gen. Lord Kitchener has just been appointed governor-general, will be divided into four first-class and three second-class districts. The first class districts will be Omdurman, Sennaar, Kassala, and Fashoda; the second-class districts Assouan, Wady-Halfa, and Suakin.

Arrival of Pilgrims from Russia.

The steamship Lake Huron, with 2,000 of the 5,000 Russian Quakers, known as Doukhobors, or "Tolstoi's pets," who are emigrating to the Canadian Northwest, arrived at Halifax, recently. It was thru Tolstoi's influence with the czar that these persecuted people were allowed to emigrate. Among those who greeted them as the ship came to anchorage was the Russian prince, Hilko. They crowded around him, all eager to hear him speak and to kiss him. The striking feature was the psalm chanting and the solemn service which consisted of prayer and supplication.



MR. MORLEY

Pears'

It is a wonderful soap that takes hold quick and does no harm.

No harm! It leaves the skin soft like a baby's; no alkali in it, nothing but soap. The harm is done by alkali. Still more harm is done by not washing. So bad soap is better than none.

What is bad soap? Imperfectly made; the fat and alkali not well balanced or not combined.

What is good soap?
 Pears'.

All sorts of stores sell it, especially druggists all sorts of people use it.

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is a food medicine for the baby that is thin and not well nourished and for the mother whose milk does not nourish the baby.

It is equally good for the boy or girl who is thin and pale and not well nourished by their food; also for the anæmic or consumptive adult that is losing flesh and strength.

In fact, for all conditions of wasting, it is the food medicine that will nourish and build up the body and give new life and energy when all other means fail.

Should be taken in summer as well as winter.

30c. and \$1.00, all druggists.
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Everybody uncovered, notwithstanding the
chilly atmosphere. The burden of the
chant, as translated from Russian by Prince
Hilkoff, was, "God is with us. He has
brought us thru."

Prince Hilkoff said the French govern-
ment had offered free transportation to the
Doukhobors to settle in a French colony.
The offer was declined, as the people pre-
ferred to settle in Anglo-Saxon dominions,
where they would not be subject to con-
scription.

Power from the Sun's Rays.

A French inventor, M. Mouchot, has de-
vised a condenser for converting the sun's
rays into power, for which he makes some
extraordinary claims. The sun's rays are
converged on an immense reflector, and
the heat thus collected is used to set dyna-
mos in motion. The inventor says the ap-
paratus is admirably suited to the desert
sands of Africa, where the sun shines un-
interruptedly thru dry air. The invention
of this machine, it is declared, will com-
pletely revolutionize the conditions of
African deserts and will render habitable
many other desert spots on the earth.

More Power from Niagara.

A company has been organized by New
York and Buffalo men to develop the power
of the Whirlpool rapids by means of a canal
built inside or beneath the tracks of the
gorge road. This canal will be 530 feet
long and 100 feet wide, and will give 35-
000 horse power in an electrical station at
the whirlpool, under forty-five feet head.

How Portugal Saved the Orange Crop.

The Portuguese government, with the
assistance of Dr. Howard, of the U. S. de-
partment of agriculture, has repeated the
success effected in California some years
ago of saving the orange crop from destruc-
tion by the white or fluted scale. A beetle
was introduced from Australia which preys
upon the scale and keeps it in check. Dr.
Howard sent sixty beetles to Portugal from
which over 500 colonies were established.
Gardens and orchards that were completely
infested with the scale, and nearly ruined,
are to-day entirely clean or well on the way
towards becoming so.

Electric Power from the Mountains.

The completion of the long distance
power plants in the Pomona valley has
opened up a new era of industrial possibili-
ties to the Pacific slope. The use of the
mountain canyons gives them cheap power
—which was not within their reach before.
Other power plants will be constructed.
Within a short time will be finished the
harnessing of the Santa Ana river among
the San Bernardino mountains—the most
turbulent and powerful stream in southern
California. By the bridling of this stream,
nearly 12,000 horsepower may be taken
from the water and sent eighty miles to Los
Angeles city, where it will propel street
cars, light and heat houses, and run ma-
chinery.

The Rubber Supply.

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roads, steam-engines, furniture, etc., is in-
creasing; last year 46,000 tons were used;
Brazil supplied 24,000 tons, Africa 20,000;
the rest came from India and Central
America. Fifty years ago Brazil supplied
500 tons; there is an abundance of trees in
that country, but no one to tap them and
gather the gum.

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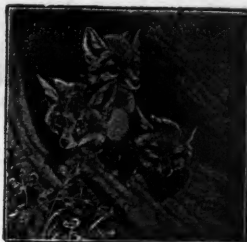
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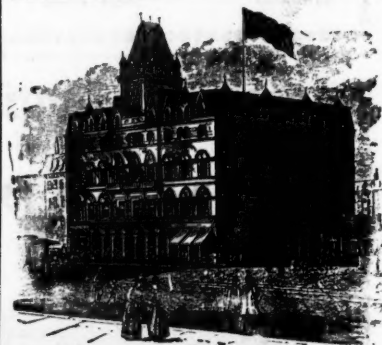
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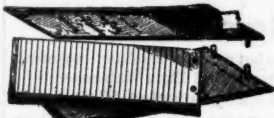
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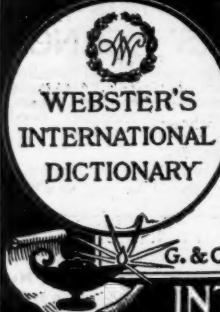
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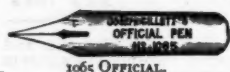
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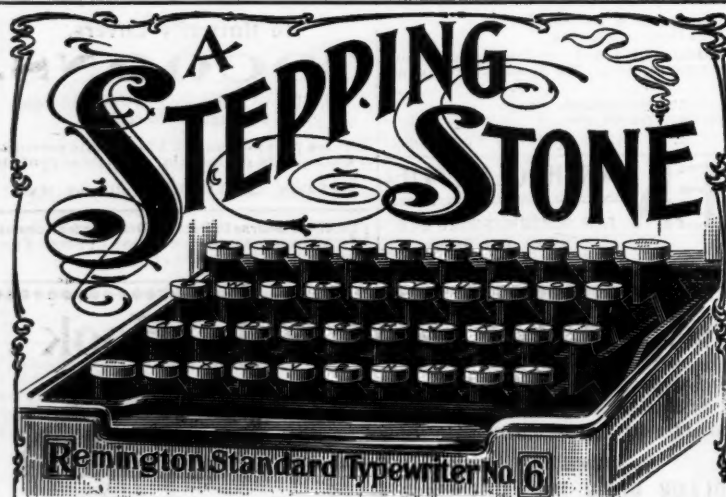
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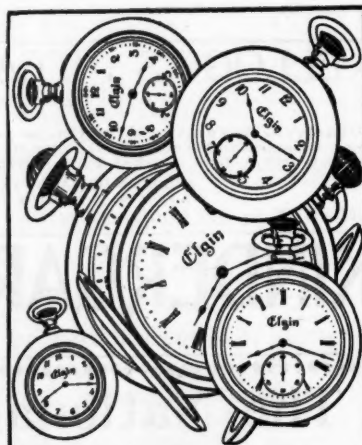
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